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ABSTRACT

To determine the types of training needed by directors of special education, 74 directors and other school personnel (superintendents, special and regular classroom teachers, and building principals) were sent questionnaires designed to obtain their perceptions of training needs, time requirements for training, and time spent at different job activities. Results indicated that few differences existed among position categories concerning the training of special education directors. Differences among personnel were largely a result of the different training of various school positions. Differences between personnel in the two states were largely attributable to differing structures for the delivery of services to exceptional children in Kansas and Missouri. Directors wanted more preparation in the areas of student personnel services, guidance and counseling, and school and community relations. Directors reported spending less time then they would like to in areas such as curriculum development, direct services to children, and parent conferences. The survey instruments are appended. (Author/PHR)

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A COMPARATIVE ANALYSIS OF ADMINISTRATIVE ROLE EXPECTATIONS BY REGULAR AND SPECIAL EDUCATION PERSONNEL

FINAL REPORT

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AUGUST, 1979

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ABSTRACT

This study was designed to determine the types of training needed by directors of special education. Thirty-nine local special education programs in Missouri and 34 in Kansas, representing a wide variety of structures and sizes, were selected. From each program the following personnel were asked to participate: the special education director, 1 school superintendent, 2 special education teachers, 2 regular education teachers, and 2 building principals. All of these personnel were asked to complete a questionnaire developed to solicit their perceptions regarding the needed training of special education directors.

In addition to this questionnaire, special education directors were asked to complete other questionnaires concerning their actual amount of training in specified areas, and the desired and actual amount of time spent in various job activities. Normative data were also gathered concerning directors' training, background and orientation.

When all instruments were collected, a number of tables were developed displaying descriptive data. A number of statistical tests were also utilized on the data.

It was sought to ascertain the training needed by directors in various sizes and types of local educational structures and to make suggestions relative to state certification,

training programs, hiring practices, service delivery structures, and needed research.

Results indicated that few differences existed among various position categories concerning the training of special education directors. Where differences did exist they were largely a result of the differing backgrounds of the various school positions. Differences which existed among personnel between the two states may be attributed largely to the differing structures for the delivery of services to exceptional children in Kansas and Missouri.

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CHAPTER I

INTRODUCTION

A virtual explosion in recent years of legislation and publication concerning the education of exceptional children has resulted in an entirely new dimension in the vast expanse that is the educational universe. Many writers have commented on the "level of high visibility" of special education and Meyen, Vergason and Whelan (1975) wrote:

> The delivery of educational services to exceptional children is in the process of unprecedented change. Legislation mandating publicly supported education for a full spectrum of handicapped persons has been enacted in many states. Litigation involving individual rights such as the right to treatment, the right to education, the right to due process, and class action suits has resulted in a challenge to placement of handicapped children in isolated and segregated settings, e.g., special classes, routinely employed in special education service programs. (p. 9)

There has been a strong movement in the last four decades of special education groups for educational services for handicapped children. Additional factors have been the launching, by the Russians, of the Sputnik satellite stimulating an interest in the gifted, and the return of handicapped veterans from World War II. Interest was also advanced by President Kennedy's panel on mental retardation.

Voelker and Mullen (1963) noted an increase of exceptional children enrolled in special programs of more than 100 percent in the 10 years between 1948-1958. Mackie (1965) reported a gain of more than 150 percent in the next 5 years 1958-1963. Willenberg (1966) estimated that during the entire 15 year period, 1948-1963, the number of children enrolled in special programs more than quadrupled from 378,000 to 1,555,000. Combining public and private residential schools, Willenberg hypothesized that almost 1.7 million pupils were receiving services as compared with 6 million who needed services.

Kohl and Marro noted in 1970 that there were 9,000 special education programs in various exceptionalities serving a reported 2,258,395 children. This represented about 40% of those requiring assistance. These programs were estimated to cost $375,000,000 annually and involve 83,800 teachers and specialists.

Today there is evidence that more than 8 million exceptional children in this country require special services, and yet 50% of those children are not now receiving equal educational opportunity (Yates, 1977). Recent legislation has placed on the schools the burden of identifying and providing services to the full spectrum of exceptionalities.

The basis for this rapid growth has been stated succinctly by Weatherman and Dobbert (1977):

> Special education programs and services for handicapped children have expanded during the last decade at an unprecendented rate. This sharp acceleration in services is due to a number of factors: Philosophic acceptance of the right of all children to an education, advocacy from parents of exceptional children, as well as school personnel for special services, litigation and legislation requiring public schools to provide special services, and increased state and federal funding for initiation and ongoing support of such programs. (p. 3)

The legislation that promises sweeping changes and upheavals in the established process of providing special services is commonly known as Public Law 94-142, officially titled the Education for All Handicapped Children Act of 1975. Cole and Dunn (1977) wrote that, as a result of Public Law 94-142, special education has come out of the closet and general education may be forced to change as well. Abeson and Zettel (1977) claimed that the passage of Public Law 94-142 signaled the end of a revolution and the National Advisory Committee on the Education of the Handicapped (1976) stated, "In law and as National policy, education is today recognized as the handicapped person's right" (p. 143).

By "all handicapped children" the federal government means those who are "mentally retarded, hard of hearing, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired . . . or those having specific learning disabilities, who, because of their impairment need special education and related services." Regulations listing "other health impaired" refer to "children with limited strength, vitality or alertness due to chronic or acute health problems, such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle-cell anemia, hemophilia, epilepsy, lead-poisoning, leukemia, or diabetes."

Savage (1977) noted that schools are now faced with the most sweeping federal mandate in years because the Education for All Handicapped Children Act of 1975, ". . . has teeth and portends wrenching changes for local school districts across the United States." The importance and impact of this law can be seen by looking at just a portion of what it says:

> It is the purpose of this Act to assure that all handicapped children have available to them . . . . A free, appropriate public education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardians are protected, to assist states and localities to provide . . . this education and to assess and assure the effective-

ness of efforts to educate handicapped children.

Public awareness of and insistence on the rights of exceptional children are both highly desirable and laudable. However, to administrators and teachers, already overburdened and anxious concerning the prolific and pressing problems facing education today, the issue of special services to the exceptional child offers more instructional dilemmas and organizational headaches. Frustrated superintendents and building principals struggle with the administrative knots resulting from mandated special education services. Mounting public and legal pressures have taxed the institutional systems of the schools to provide needed services. The broad and far-reaching implications of Public Law 94-142 have sent school boards and administrators scurrying to develop and implement services for the exceptional child. This promised propensity for continued growth has launched an entire fleet of problems.

Overview of Problem

Compounding the problems for teachers and administrators are the complexity and multiplicity of factors involved in the delivery of services to the handicapped. Rather than separating the exceptional child, the school system must now place each student in "the least restrictive environment." Ebersdorfer (1973) wrote that administration of special education has become exceedingly complex, particularly since the 1960's. The majority of administrators are not prepared to handle adequately this complex new dimension of educational management, nor does utilizing special education teachers as administrators appear to be the answer. Administrators often lack the knowledge base in the complicated and ever-emerging field of special education, while teachers frequently lack the necessary administrative expertise to function successfully as administrators.

Kohl and Marro (1970) found in their study that school psychologists are often selected to be administrators, a situation which is also prevalent today. Kohl and Marro hypothesized that one reason may be the school psychologist's high level of training, an estimated one in three possess doctorates. Principals may also be chosen as a source from which to draw because they were already on the job in the school district. The facts as they exist today are that there are no clear criteria regarding who should be given primary responsibility for the administration and supervision of special education in the local school district.

According to Vergason, Smith and Wyatt (1975), "The present situation is one in which regular educators and special educators are feeling pressured by certain trends which neither feels are within their control" (p. 99). The major thrust in the area of special education is the need for new attention to be focused on the training and function of the special education leader in the local school district, in order to bring a new combination of expertise and competencies to this very unique field. If special education is truly to become a reality for every child served by the educational system, then a new breed of professional which joins the abilities and training of the special educator with those of the administrator in a precise and productive combination must be developed. This blend of special education insight and experience and administrative training and competency must unite to assume the leadership position in the delivery of services to exceptional children. Kohl and Marro (1970) wrote:

> If what is known about organization in general holds true in special education, and there is no reason to believe it does not, the central position around which organizational concerns revolve is that of administration of special education. This person, more than any other, will be involved either directly or indirectly in decisions that will affect the lives of millions of people, the spending of billions of dollars, and the organization, administration, and supervision of thousands of programs for students with disabilities. (p. II-1)

The need for special education administrators has become apparent to trainers of educational personnel in universities, state and federal departments of education and local education agencies. The last 10 years have seen an increasing number of professionals enter this field. The reasons for the trend toward an increasing number of administrators of special education have been listed by Weatherman and Dobert (1977) as: (a) The purpose of special education, (b) the purpose to be served by special education, and (c) categorical legislation and funding sources.

However, the increase has not kept pace with the need. Wyatt (1968) estimated 4,200 full-time leadership personnel in special education. He estimated the number needed by 1972 to be 10,000, yet only half this number was expected to be available. There is a clear need for more personnel to fill the ranks of special education leadership. But training procedures by colleges and universities and hiring practices by local school districts may not always insure that appropriately qualified and competent individuals are employed.

Special education purports to provide adequate services to meet the often unique needs of every exceptional child. This demands a highly developed organizational system. The population served by special education has been expanded to include a wide variety of exceptionalities and needs requiring an assortment of educational delivery models. And, finally, the sources of government funding delineates between exceptionality and services, requiring specific and precise programs. The Council for Exceptional Children (CEC), in its policy statement on the organization and administration of special education, made the following statements in 1973.

> I. The system of organization and administration developed for special education should be linked with regular education (a) to increase the capability of the total system to make more flexible responses to changes in the behavior of individual pupils and to changing conditions in schools and society, and (b) to permit all elements of the system to influence the policies and programs of the others.
>
> II. Every school system should contain a visible central administrative unit for special education programs and services which is at the same administrative hierarchical level as other major instructional program units.
>
> III. Responsibility for administering the special education program should be clearly defined so that accountability for service effectiveness can be maintained.
>
> IV. Effective operation of special education programs and services requires employment of personnel who possess the skills, understanding, and experience necessary to deal effectively with the problems of exceptional children (p. 70-73).

Safferstone (1978) has noted that an examination of special education literature from 1973-1978 revealed three trends which point to the increasing role of litigation as a major factor in facilitating change in educational policy; increasing emphasis on mainstreaming, increasing challenge to the validity of the traditional categorization scheme, and increasing demonstration of the efficacy of the behavioral paradigm. Kern and Mayer (1970) discussed the growing complexity of special education which now demands the "leadership of a well trained, highly qualified professional who is a 'specialist,' but who must have a wide background of training and experience in many exceptionalities" (p. 126).

The role of the special education administrator is an ambiguous one which has led to frequent confusion. The description used by Ohio in 1970 in that state's proposed certification requirements for a director of special education stated that the educational administrative specialist for special education should provide leadership and supervision for the centrally administered special education programs in the following areas: (a) planning and program development, (b) administration and program coordination, (c) staff selection and development, (d) budgeting and fiscal control, and (e) program evaluating and reporting. While these provide general direction for needed competencies, they are too broad to provide substantial guidance in the preparation of special education administrators. Kohl and Marro (1970) declared, "It is difficult to define the typical duties of this leader since he is found in different administrative patterns, and has a variety of titles with little relationship to specific functions" (p. 9). Increasing the difficulties are the differing ways special education administrators are viewed and perceived by other educational professionals (Hensley, 1972).

The wide variety of functions and roles which a special education administrator must occupy will undoubtedly result in many role conflicts for the special education administrator who seeks to fulfill the differing demands and expectations of educational professionals. A more precise definition of these conflicts and how they affect the job function and performance of special education leadership personnel is urgently needed.

The ambiguity and uncertainty surrounding the role of the special education administrator has made it difficult for colleges and universities to develop training programs. Weatherman and Dobbert (1977) wrote, "In considering the development of preparation programs for these directors, however, a further need becomes apparent: The lack of precise definition of the curriculum due to the frequent ambiguity of the special education administrator's role" (p. 7). Russell and Brown (1974) suggested a model for training administrators of special education in sparsely populated areas, noting the unique needs of rural areas and the needs for special preparation and training by special education administrators to meet those needs. Differences in geography is just one of the factors contributing to the differentiated role of the special education administrator.

The highly diverse situations in which an administrator of special education might be employed consist of an extensive range of administrative models influenced by; (a) the size of the district and the student population, (b) the number and types of exceptional children, (c) the number and background of special education personnel, (d) the background of regular education personnel, (e) single versus multidistrict programs, (f) urban, rural, or suburban classification of district, and (g) attitudes and perceptions of subordinates and superordinates concerning the training needs of special education leadership personnel.

This presents a challenge to the universities and colleges training such personnel, state education agencies formulating certification standards, and local education agencies attempting to employ appropriate personnel to direct the local special education program. Connor (1966) pointed out the complexity of the field of special education and the need for an administrator who has: ". . . among other functions those of manager, instructional leader, technician, financier, legislator, psychologist, politician and educationalist" (p. 164).

Need for Research

The need for research relating to the professional preparation of special education administrators is heavily supported by the literature. One of the earliest voices heard was that of Haitema (1947) who made reference to the need for research in special education administration. He further noted that such investigations should include areas related to attitudes, program effectiveness, community and state program patterns, as well as existing deficiencies. Baer (1959) in reviewing research in special education administration used only three pages and did not include anything concerning research on the preparation of special education leadership personnel.

Howe (1963) reviewed five articles and commented that the one most significant generalization on the then present status of research was that substantial studies had not been done in the area of administration and supervision of special education. In 1963 Voelker and Mullen observed that with the exception of a few specific topics, problems of organization, administration and supervision had received little attention from researchers. They concluded that even factual surveys of present practice that might form the basis for establishing research hypothesis have been scarce. Connor (1963) wrote:

> Data concerning the status of special education administrators, their pressures and attitudes

> and the changing conditions of their job are urgently needed. Conspicuously absent in the special education literature have been reports, even doctoral studies, which throw new light upon the basic questions of who should be a special education administrator, what the current attitudes are of special education administrators toward their problems, or what community and national trends affect the administration of special education programs. (p. 166)

In 1964 Willenberg wrote, "After more than a half century of public school programs for exceptional children there is still no single source of comprehensive information providing a rational structure, a process for the administration of special education leadership personnel" (p. 194). Again in 1966 Willenberg deplored the paucity of specific research on the administration of special education. Wyatt (1968) noted,

> The apparent lack of qualified administrative leadership personnel in special education to assist in planning programs, developing curriculum, identifying children, coordinating activities, providing in-service training for teachers, and numerous other services is a source of concern to educators. (p. 96)

Wyatt concluded, "In reviewing the literature related to the administration of special education, one is immediately impressed by the sparcity of available information" (p. 9). And in 1970 Kohl and Marro cited the advent of federal funding for training and programing enlargement of school districts, and the creation of a consortium of professors training special education administrators as factors creating a renewed focus on the training of these individuals.

Yet, although the lack of research regarding special education leadership personnel is well-documented and acknowledged, the dearth of information persists. There have been a number of reasons posited for this. Milazzo and Blessing (1964) inferred two basic problems; (a) college personnel involved in training programs for administrators and supervisors typically lack the specific training and experience necessary for conducting research in special education administration, and (b) training programs for leadership personnel indicate such low priority for the development of research skills that administrators and supervisors cannot be expected to make up the deficit. Hodgson (1966) said that professors of general administration who are preparing personnel for general as well as special education administration are either unaware of, or in disagreement with, modern concepts of programs and processes involving public education of exceptional children. He also stated that there is no theoretical basis for a theory of special education administration, or even practices, that are acceptable throughout the country.

Chalfant and Henderson (1968) put forth two more reasons for the lack of research. (a) There is an overlap and interrelatedness in special education which has limited research efforts, since none of the professional groups or organizations have accepted the responsibility or taken the initiative for conducting such research. (b) Problems of an administrative nature have received a lower research priority than might other discipline areas such as cognitive, physical, or academic characteristics. Willower (1970) also had several suggestions. He suggested that any kind of analysis undertaken may appear to be threatening or at least unflattering to those structures, institutions, and persons most closely involved. Researchers shy away from such disagreeable pursuit. Another reason arises from the methodology utilized in social research of this kind. To most evaluation specialists this type of research seems crude and unimpressive.

Whatever the reasons for the lack of research may be, the current expansion of special education services and programs demands a concerted effort to analyze and examine the role of special education leadership personnel in the local school district. The future promises more changes that will, in turn, increase the need for specialized administrative training in special education. In a Delphi study conducted by Schipper and Kenowitz (1976) respondents predicted that between 1980 and 1995, all exceptional children will be receiving educational services, due process procedures will be guaranteed, and uniformity of educational opportunities will transcend state and district boundaries. There will be qualitative and quantitative increases and more extended and comprehensive administrative alternatives will be available.

There persists an obvious need for research dealing with the special education administrator's professional preparation as it relates to (a) different types of districts and structure of special education programs, (b) the attitudes and perceptions of other members of the school community, and (c) the specific job functions the special education administrator is called upon to perform.

This study was an attempt to analyze significant factors affecting the role of the special education administrator and to provide some insights into the significance of the type and level of professional preparation of special education administrators in various situational models. Concomitant to this was an effort to ascertain appropriate directions for training programs and certification standards.

The Problem

The problem addressed in this study was the lack of research regarding the perceptions of school personnel concerning the needed preparation of special education directors. In addition, data are needed which can provide information relating to the job activities of special education directors and the way directors perceive their own role and training needs.

Purposes of Study

The purpose of this study was to investigate the professional preparation and job activities of special education directors in Kansas and Missouri. It was anticipated that resulting data could be expected to provide measures of the relation of the actual training of special education directors to the needed training and experience in the various job activities. By analyzing these data it was expected that implications could be drawn concerning training models for special education leadership personnel, certification guidelines, and in-service training programs.

Concomitant to this, and relating directly to the local education agency, was the investigation of the preparation of the special education director in various size districts in which an individual might be employed. This information can be particularly useful to local and state education agencies as well as to colleges and universities training leadership personnel in special education.

A comparison of the preparation of special education directors that is desired by the directors, superintendents, principals, and regular and special education teachers was expected to reveal highly useful and useable information. Articulated with this was an analysis of the effect the amount of special education training possessed by school personnel had on their perception of the needed preparation of special education directors.

Information was sought which would provide answers to a number of specific questions. More precisely, the purposes and objectives of this study were to address the following questions:

1. What are the perceptions concerning the desired and actual academic and experiential preparation of special education directors that are held by: (a) Regular education teachers, (b) Special education teachers, (c) Principals, (d) School superintendents, and (e) Special education directors.

2. How are the perceptions of other personnel regarding the desired and actual academic and experiential preparation of special education directors related to the amount of training these personnel have in special education?

3. What is the relationship between actual and desired academic and experiential preparation of special education directors?

4. What is the relationship between actual and desired job activities of special education directors?

5. What is the academic and experiential background of special education directors in regard to the following factors: (a) Hours in special education, (b) Hours in general administration, (c) Hours in special education administration, (d) Years in position, (e) Area of primary training.

(f) Previous position?

6. How are the actual and desired preparation of special education directors related to such factors as:

(a) Number of hours in special education?

(b) Number of hours in general school administration?

(c) Number of hours in special education administration?

(d) Number of years in position?

(e) Area of primary training?

(f) Previous position?

7. How are the actual and desired job activities of special education directors related to such factors as:

(a) Number of hours in special education?

(b) Number of hours in general school administration?

(c) Number of hours in special education administration?

(d) Number of years in position?

(e) Area of primary training?

(f) Previous position?

8. How are the actual and desired activities of the special education director affected by district size?

9. How are the actual and desired preparation of the special education director affected by district size?

Before undertaking this study it was deemed desirable to document and formulate both practical and purposeful results and benefits anticipated from the investigation. The results and benefits expected to be derived from this study were both broad and specific in scope and nature.

1. It was expected that this study would provide a conceptual model for college and university training programs for special education administrators and a direction for curriculum content and emphasis.

2. It was expected that this study would provide measures of important content areas for different special education settings and allow colleges and universities to tailor more individualized training programs for prospective leadership personnel in special education.

3. It was anticipated that this study would provide measures of important emphasis areas of professional preparation and aid state education agencies in formulating guidelines for certification of special education leadership personnel.

4. It was anticipated that this study would result in a determination of the relationships of various job functions of special education administrators in various educational settings and provide informational guides in formulating state-wide plans for special education.

5. It was anticipated that this study would provide useful direction to local education agencies in employing appropriately qualified individuals for leadership positions

in special education by comparing needed training and expertise of special education administrators with the various educational settings.

6. It was expected that this study would result in measures of important discrepancies in role expectations and desired preparation of special education administrators by school administrators, regular and special teachers, and special education leadership personnel, thereby providing local education agencies with a basis and direction for providing in-service training for their personnel.

7. It was expected that this study would provide guidelines for prospective leadership personnel in special education by which needed competencies and abilities can be cultivated and future training and experiences formulated.

Limitations

As in any study, this investigation was bound by certain limits. These limits are recognized, but were determined to be necessary restraints in view of other considerations. Most obvious among the limitations were those imposed by the sample. States vary a great deal in their requirements and arrangements for special education. Therefore, it is very difficult to make precise generalizations from the population in this study to a similar population in other states. However, it is possible to make rather broad generalizations in this regard.

Another limitation deals with the items involved in the questionnaires. It was not possible to include every possible combination of items, due to the almost infinite array possible. This most likely limited responses and the amount and nature of information collected.

Third, no information was obtained regarding the administrative structure of districts and the special education director's position in that structure. Other factors involving community and educational pressures and needs which conceivably could have an effect on the way directors responded to the instruments were not within the scope of this study.

Fourth, the instrument dealing with job analysis may appear to be misleading in that, while it asks for an indication of the amount of time directors spend in various activities, it does not attempt to assign a level of importance to these activities. As some directors noted, many tasks which they perform infrequently are among the most important tasks, e.g., budget preparation.

An additional limitation concerned the technique of instrumentation. There are certain limits to the use of scales. Assumptions such as equal intervals between points and consistency of responses have to be accepted. Because of the nature of scaling, differences could be noted and identified, but it was not possible to assign values to those differences. The use of scaling techniques of measurement also limited the statistics available for analysis. While certain statistical procedures were possible, it was not feasible to employ procedures that might have been possible with more precise instrumentation. It is also possible that individuals, having begun to respond in a certain way, may have fallen into a certain "mind set" in regard to subsequent responses. This possibility requires caution in the interpretation of results.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction ?

Literature reviews dealing with the organization and administration of special education are notoriously scarce. Moreover, much of the writing and research dealing with special education leadership personnel is scattered and segmented, and thus difficult to pull together. It was the purpose of this phase of the present study to compile and survey a comprehensive review of relevant literature on the subject. This was not an easy task. However, it was believed that only by placing this investigation in its proper context against the background of pre-existing ideas and knowledge could the results herein reported have true significance.

An exhaustive search of the literature turned up writings on a broad range of subjects touching the role of the special education leader. This review begins with a more complete discussion of legal and judicial factors affecting special education than is contained in the previous chapter. Next, a discussion is presented of the characteristics of the special education director and proceeds to an examination of the concepts of administration, supervision and leadership. The competencies and tasks of the special education leader is then discussed, followed by a look at the professional preparation of this individual, including some of the training models currently in use. This chapter concludes with a look at the organization, structure, and problems of special education as they affect leadership personnel.

Overview

To adequately understand the problems, concerns and parameters of special education administration and supervision, it is necessary to obtain an understanding of the broad field of special education itself. The concerns of special education leadership personnel are the concerns of special education. It is only by an insight into the history, development, impact, and rationale of special education as it has progressed in this country that its organization, administration, and supervision can be placed in its proper context.

Bruno (1961) has urged that the creation of the special education director's position should be given serious consideration when the special education program has grown to such an extent that responsibilities are comparable to other administrative services of the district. Kohl and Marro (1970), noting the expanding movement of special education groups in the last four decades for improved services for exceptional children, listed several motivating factors for the increase: (a) handicapped veterans from World War II; (b) the launching of Sputnik which created concern for educating the gifted; and (c) interest advanced by John

Kennedy's President's Panel on Mental Retardation.

Meisgeier and King (1970) reported an expansion in special education enrollments of 500% between 1948 and 1966, or almost 7 times faster than the 70% increase in the nation's school age population during the same period. They also reported that the estimated enrollment of 2 million exceptional children in 1966 represented only 30% of those needing services. Gallagher (1968) estimated that 10% of the school population, or 5 million children, were handicapped. Presently about 8 million students, representing a wide range of disabilities and needs, require some type of special education services.

Boyer (1979) wrote that reports received from all 50 states and the District of Columbia indicated approximately 3.7 million handicapped children of school age presently receive an education consistent with their needs. However, Boyer went on to observe that this number is far short of those needing services. Experts have estimated that this number is about 12% of the nation's school age children. Boyer called on states to identify and provide services for all of these children.

McDaniels (1979), noted a wide discrepancy in the way states vary in serving exceptional children. McDaniels pointed out, as an example, that Utah serves 3.1% of its school age population for emotional disturbance while Mississippi serves only .01% for the same handicap. In the area of speech impairment, Louisiana serves 3.9% while New Hampshire serves only .7%.

This vast diversity in the numbers and types of exceptional children served, and the great number still needing services, makes the field of special education exceedingly confusing. The pressures put on local school districts by higher governmental agencies to identify and offer programs and services to all children have created a stir within the administrative structures of most schools. What has emerged is a magnification of the administrative and supervisory position in special education.

Scholl and Milazzo (1965) acknowledged,

> The shortage of leadership personnel is even more critical when one views the paucity of research related to the education of handicapped children, the great demand for college and university personnel to prepare teachers of handicapped children, and the dearth of qualified persons to head programs of special education on the state and local levels. Frequently, unqualified personnel at local levels have been attempting to fill the gap often to the detriment of good educational programming for handicapped children at the local public school level. (p. 157)

Legislation and Litigation

It is useful, when viewing the position of the special education director, to study the judicial and legislative factors which have so dramatically affected the field of special education and, as a result, the role and training of special education leadership personnel. Bernstein, Kirst, Hartman and Marshall (1976) wrote:

> There is a growing concern throughout the education system over the need to provide educational opportunities for handicapped children. This concern has been translated into action in the form of the removal of legal barriers to education for the handicapped; legislation making special education programs and services mandatory, extended eligibility age limits, and greatly increase levels of funding for special education at the local, state and federal levels. (p. ix)

Trudeau (1971) noted that state legislation concerning exceptional children is not as new as is its more recent thrust and emphasis. Abeson and Wientraub (1971) observed that the earliest forms of mandatory law were passed in New Jersey and New York (1911) and Massachusetts (1920). Most states in the past gave local school districts the option of serving handicapped children "insofar as practicable" through enabling or permissive legislation as opposed to mandatory laws. Abeson (1972) noted that now the passage of mandatory legislation by an increasing number of states are removing this option. Singletary, Collings, and Dennis (1977) reported that as of June, 1975, 33 states had proposed 106 new pieces of legislation regarding exceptional children. Nearly all states today have extensive laws mandating full educational opportunity for the full spectrum of exceptional youth.

On the federal level for many years the only activity was the opening of Gallaudet College for the deaf in 1864 and the establishment of the American Printing House for the Blind in 1879. Carey (1971) outlined the history of federal legislation related to special education.

1954. Eisenhower signed the Cooperative Research Act which established a program of grants to be given to institutions of higher education and to states providing for cooperative support of educational research surveys and for dissemination of information from educational research. When first funded in 1957, $675,000.00 of the 1 million appropriated was to be spent on research related to education of the handicapped.

Martin (1968) observed that an indication of the status of special education in the federal government was the fact that this Act remained unfunded until 1957. At that time $675,000.00 of the 1 million dollars appropriated was designated for research related to mental retardation. Moreover, Martin noted that this represented the first sign of recognition by Congress of the need for aid for the education of handicapped children since the American Printing House for the Blind in 1879.

1958. Public Law 85-905 created a program of captioned films for the deaf.

1958. Public Law 85-926 was designated to encourage teaching of mentally retarded children through grants to institutions of higher education and to SEA's. These grants were used to train teachers of the mentally retarded.

1961. Public Law 89-276 authorized support for training teachers of the deaf.

1962 and 1965. Public Laws 87-715 and 89-258 broadened the program instituted by Public Law 85-905 into a comprehensive instructional program involving research and development, production, acquisition and training of teachers.

1962-1963. Programs passed under John F. Kennedy for personnel working with the mentally retarded and the deaf provided a framework for much of the legislation to follow regarding the education of the handicapped. This resulted from President Kennedy's Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, Public Law 88-164. Title III of this legislation combined already existing programs for the training of personnel in retardation and deafness to include the training of teachers for all handicapped children. Title III also authorized grants for research and demonstration projects relating to education of handicapped children. Section 301 of Title III authorized the Commissioner of Education to make grants to public and private institutions of higher education to prepare professionals. To implement this, 47 million dollars was authorized for expenditures over a 3 year period to train teachers and supervisors. Wyatt (1968) noted that this enactment resulted in an emphasis on the need for adequate preparation of administrators. They were added to the category September 1, 1965. In 1966-1967, 11 institutions received support from the U.S. Office of Education for programs of special education administration (Henly, 1967).

1965-1966. The 89th Congress created far-reaching programs for the education of the handicapped. First was the National Technical Institute for the Deaf Act, Public Law 89-36, which provided for the establishment of an educational institution to complement the efforts of Gallaudet College.

The most important piece of legislation was the Elementary and Secondary Education Act, Public Law 89-10, and its Amendments, Public Laws 89-313 and 89-750, which provided direct assistance for educating the handicapped. Title I was at the heart of Public Law 89-10. It provided for a program of federal grants to the states for allocation to school districts having children from low-income families. The money was for projects supplementing the district's existing programs for the disadvantaged.

Wirtz and Chalfant (1965) listed five ways this Act was intended to strengthen state and local education systems:

1. Bringing better education to millions of disadvantaged youths,

2. Improving the quality of school; library resources, textbooks and other instructional materials,

3. Providing supplementary educational centers and services,

4. Supporting educational research and training, and

5. Strengthening state departments of education.

Public Law 89-313 provided more direct aid to the handicapped by authorizing support to state agencies which were responsible for educating the handicapped. This provided new teachers, equipment, and diagnostic facilities to state-supported institutions.

Public Law 89-750 in 1966 amended the Elementary and Secondary Education Act and created a new Title VI, Education for Handicapped Children. It provided grants for the purpose of assisting states in the initiation, expansion and improvement of programs for exceptional students. The 1966 ESEA Amendments also established a National Advisory Committee on the Handicapped and created the Bureau of Education for the Handicapped.

1967. Public Law 90-247, the ESEA Amendments of 1967, authorized Regional Resource Centers to assist teachers and other school personnel in developing specific educational strategies. It authorized grants for recruiting personnel, set aside Title III funds for innovation, and increased the program for research in the education of the handicapped.

1968. Public Law 90-538, The Handicapped Children's Early Education Assistance Act, provided project grant funds for experimental pre-school and early education programs for exceptional children.

1969. Public Law 91-61 established a National Center on Educational Media, and materials for the handicapped to facilitate the use of new educational techniques.

1970. ESEA Amendments, Public Law 91-230, extended the major aid programs for the handicapped under ESEA, and created a program of special grants for research, training and the establishment of model centers for the education of children with learning disabilities.

The present decade has produced the two most important and extensive pieces of legislation regarding the education of the handicapped; Section 504 of The Rehabilitation Act of 1973 with its implementing regulations, and Public Law 94-142, The Education for All Handicapped Children Act of 1975. These two pieces of legislation have had an explosive and profound effect on the educational status quo of this nation and have drastically and dramatically transformed the position of the special education director.

Section 504 of the Rehabilitation Act of 1973 has been called by many the "civil rights act for the handicapped."

Section 504 was intended to make all benefits of services available to handicapped persons as soon as possible, to assure that they are not limited or excluded from opportunities available to those who are not handicapped.

Keller (1977) wrote that its basic provisions are:

> 1. That handicapped persons be provided a free appropriate public education, regardless of the nature or severity of the handicap. (Including non-academics and extra-curricular activities.)
>
> 2. That handicapped students be educated with non-handicapped students to the maximum extent appropriate to their needs.
>
> 3. That evaluation procedures be improved in order to avoid inappropriate education resulting from misclassification.
>
> 4. That procedural safeguards be established so that parents and guardians can voice their opinions on evaluation and placement of children. (The procedural safeguards of Public Law 94-142 are incorporated into the rules for Section 504). (p. 80-81)

Should a school district not comply with Public Law 94-142 the penalty is loss of Part B handicapped funds. The penalty for non-compliance with Section 504 can be the loss of all federal funds, as well as court orders to correct deficiencies.

Lyons (1978) stated that by the enactment of Public Law 94-142, the federal government committed this country to an unprecedented effort to locate and serve handicapped children. Lyons further noted that Public Law 94-142 exists because of the litigation of the early 1970's and the pressures felt by governmental agencies from parent and advocacy groups. Alexander (1977) wrote,

> This awakening has not come about as a natural process, on the contrary, it has occurred only as a result of initiative by a relatively few advocates advancing the cause of the handicapped. . . . Judicial action has been the primary vehicle to spotlight inequity and to suggest procedural and substantive remedies to improve special education. (p. 1)

The beginning of the present decade has also been the beginning of a new era for the education of exceptional children. Dublinske and Healy (1978) reported that the 1970's could be considered the Civil Rights decade for the handicapped.

The progression of legislation concerning the rights of the handicapped has paralleled that of the rights for other minorities. Just as in the case of other minorities, the courts for many years did not uphold the rights of exceptional children for full educational opportunity. However, beginning with the mid-1960's, a series of court cases established the educational rights of the handicapped (Hobson v. Hansen, 1967; PARC v. Pennsylvania, 1977; Mills v. Board of D.C., 1972; Larry P. v. Riles, 1972; Lebanks v. Spears, 1974; Frederick L. v. Thomas, 1976).

The impact of judicial decisions on education in the local district can be illustrated by the words of Judge Waddy in Mills v. Board of D.C. which became the blueprint for much of the legislation that was to follow:

> . . . the District of Columbia's interest in educating the excluded children clearly must outweigh its interest in preserving its financial resources. If sufficient funds are not available to finance all of the services and programs that are needed and desirable in the system then the available funds must be expended equitably in such a manner that no child is entirely excluded from a publicly supported education consistent with his needs and ability to benefit therefrom.

Singletary, Collings, and Dennis have listed some points descriptive of litigation concerning education of exceptional children.

1. Exceptional child litigation has been developmental in concept.
2. Exceptional child litigation has experienced a resounding success rate with rulings

in favor of children with special needs.

3. Exceptional child litigation has not attempted to establish that there is a constitutional right to an education or "fundamental interest." Established is the fact that once a state elects to provide an education for some, the state must provide an education for all.

4. Exceptional child litigation has a large number of child advocacy groups to rely on for support.

5. Exceptional child litigation is often led by young attorneys who are cognizant of the social and legal receptivity of "rights" for special children being somewhat analogous to the establishment of civil rights during the sixties.

6. Exceptional child litigation has been enhanced by passage of mandatory state statutes. Court cases brought against districts ignoring these statutes are consistently won.

7. Exceptional child litigation is experiencing a sharp increase in incidence.

8. Exceptional child litigation has evolved to cover a variety of legal ramifications in establishing "rights" in stepwise fashion so as not to disrupt a state's total financing scheme.

9. Exceptional child litigation has utilized legal concepts and consultants as "friends of the court" from many disciplines.

10. The basic concerns of each of the landmark cases discussed are "equal protection" and "due process." (p. 490-493)

In regard to the relationship between litigation and the special education director, Abeson (1974) wrote that many special education administrators avoided lawsuits "like the plague." However, many are now welcoming them because they realize that favorable decisions can provide an effective lever to pry administrators and policy-makers to let you do all the thngs you wanted to do all along.

Weatherman and Harpaz (1975), in noting the developmental history of litigation, wrote:

> The series of court decisions which outlined the concept of least restrictive alternatives have essentially ended the old era of special education administration and management which used a simple model based on the premise that handicapped children's educational programs should be operated as a satellite to mainstream education. (p. 1)

Under this satellite system all the components of the special education program, including personnel, materials, equipment, and facilities, were seen as separate budget line items, and functioned as a separate subsystem. When special education and general administration did come into contact, general administrative concerns and decisions usually took precedence, especially regarding a child's placement in the educational mainstream. Weatherman and Harpaz observed that recent litigation supporting and clarifying the rights of the handicapped gave special education the legal backing to support the movement from a quasi, separate but equal, education system, to a legitimate partner in the general school system.

Under the old satellite system the most important competencies for a special education administrator to possess were things such as; detailed knowledge of handicapping conditions, options for placement, curriculum development, and state and local policies. But the courts have caused a metamorphosis in the position of the special education director. As Weatherman and Harpaz concluded,

> Recent judicial decisions affecting special education have done away with the old satellite system of special education and have caused a reentry into the mainstream of education. As a result, special education administrators are being thrust into new responsibilities requiring new skills and competencies. (p. 3)

Titles

There is an abundance of titles and descriptions for the role of special education leadership in the local district. Rucker (1970) reported 19 different titles for special education leaders in connection with his study. Trow (1971) noted,

> Responsibilities of special education administrators vary with the size and type of program. In some cases the administrator has the total responsibility for the administration and supervision of the entire special education program. In other situations he is responsible for the administration of special education but may delegate all or part of his supervision responsibility to another person. (p. 3)

As Wyatt (1968) observed, this difference in span of responsibility is a prime contributor to the profusion of titles.

Taylor (1967) reported 26 different titles for the administrator of special education in California. In their national survey, Kohl and Marro (1970) obtained responses from 1,057 individuals responsible for special education in local districts. Their results revealed the following titles:

Director of special education (28.9%)
Special education consultant (1.1%)
Coordinator of special education (14.0%)

Supervisor of special education (12.8%)

Assistant superintendent for special education (1.3%)

Director of pupil personnel services (10.3%)

School psychologist (1.9%)

Director of special services (7.9%)

Director of Title III-IV (.7%)

Other (21.1%)

Geer (1966), observing that there seems to be no single pattern of organization for the administration of special education, stated,

> In the past persons designated to direct the programs of special education have been assigned different titles. These have included such titles as the director or supervisor of special education, coordinator of special education, consultant for special education, and assistant superintendent in charge of special education. (p. 48)

Respondents in White's 1969 study were asked their opinion as to the preferred title for the person in charge of administering the special education program. The title of Special Education Director was preferred by 42%, 21% indicated a preference for Director of Special Services, and 12% preferred the title of Assistant Superintendent in Charge of Special Education. Other titles indicated included Director of Pupil Personnel and Supportive Services Director.

Special Education Directors

Many researchers have commented on the lack of specific, as well as general, information and data on special education administration. Meisgeier and King (1970) commented on the paucity of published information relating to the processes of special education organization and administration. The rapid growth in special education services in the local district has launched an entire fleet of problems and has introduced concerns fraught with complexities and complications. Out of this swirling labyrinth of confusion and apprehension has emerged a renewed interest and attention directed toward the role of the special education director.

Ackerman and Geer (1968) accurately predicted that administrators of special education as currently known would have very different job descriptions in the future. Sage (1967) wrote,

> The proliferation of public school programs for exceptional children has created increasing attention to the need for competent administrative personnel to provide leadership for such programs at all levels and in a wide variety of organizational structures. Local school systems, state education agencies, and various federal offices are concerned and types of roles include both public and private residential schools, cooperative programs covering broad geographic

> areas and comprehensive services, as well as more specific or circumscribed responsibilities for supervision in a general facility. (p. 3)

Willenberg (1970) noted that administrators and supervisors of special education have unique functions in providing specialized services to exceptional children. Furthermore, these unique functions make essential the acquisition of knowledge and specialized skills in order to perform the leadership role.

Ayer and Barr (1928) found 16 major cities employed 29 supervisors and 6 directors of special instruction. Baker, in a 1944 review of special education research, reported that with very few exceptions special education programs were in the hands of regular administrators. Howe (1960) found only one study in the literature between 1953-1959 dealing with the administrator of special education.

Kohl and Marro wrote in 1970 that the leadership position is relatively new. Its development emulated that of the elementary school principal and its title and function differ greatly. Wyatt (1968) estimated approximately 4,200 full time leadership personnel were employed with 10,800 needed by 1972. Wyatt further predicted that the locale with the most striking increase in administrative personnel would be cooperative programs or intermediate districts where an estimated 325% increase would be needed over the next 5 years.

Sloat (1969) compared special education leadership personnel with general administrative and supervisory personnel. He found that special education administrators and supervisors had less leadership experience than their general education counterparts. Almost 2/3 had special education teaching experience.

Jewell (1977) reported in his study of top salaried special education directors in 48 states that 54% of the local directors had earned doctorates. It was also reported that 54% had been in their present position 6 years or more.

Kohl and Marro (1970) conducted a nation-wide normative study of the position of special education administrators in which 1,146 administrators were surveyed. Kohl and Marro reported that the median years of experience in education of special education administrators was 18 years, the mean years experience in administration was 6.2 years. The sample showed that 40% had been special education administrators for 1 to 3 years, and 37.1% for 4 to 9 years. As a rule smaller districts had a higher proportion of exerienced individuals while cooperatives and multi-district units employed younger administrators. On the whole, Kohl and Marro found that administrators of special education seem to have a slightly higher amount of advanced training than other administrators in education.

Brabrandt (1969) collected, in the course of his study, some descriptive data concerning special education administrators in Michigan. He found that the mean years of experience of his sample was 7.3 years, with a range of 1 to 25 years. His sample revealed that 27% had no teaching experience and 38% had no teaching experience in special education. Of the 50 administrators who had teaching experience in special education, 74% had taught in one area only while 26% had taught in from two to four areas. Prior experience as special education directors was reported by 40% of the administrators, while 25% had served as supervisors and 14% as consultants. Less than 1% had no administrative experience.

Mazor (1977) found in his sample that the average age of special education administrators was between 36 and 55. Also, the average length of time which special education administrators had been in their present position was 5½ years.

Administration, Supervision, and Leadership

To serve as a bridge to the discussion of competencies, tasks and training needs of special education leadership personnel, it is necessary to engage in a brief consideration of the views concerning administrative and supervisory functions. The literature is anything but clear in regard to the differences and similarities regarding various types of leadership roles. Terms such as "administrator," "supervisor," "coordinator," "director," and "leadership personnel" are often thrown about freely with little attention to definition.

The matter presently in focus is the relationship between special education administration and general administration. This relationship interfaces any consideration of competencies and training of leadership personnel in special education. Connor (1963) has observed,

> To those involved or interested in the administration of special education programs, the paths and direction blazed by regular school administrators have been both fascinating and disturbing. The new findings and insights offered in the many studies and books emanating from educational administrative sources are spurs for the advances which special education is bound to attain. Yet this decade of investigation of administrative behavior and its resultant theoretical statements seem to be reflected "in absentia" by special education literature, doctoral programs, and research efforts. (p. 431)

Noting that administration is common to all human organizations, Connor asserted that special education administrators should recognize this foundation stone of their profession. Connor defines administration as a process of directing and controlling life in some kind of social structure. Since the social field in special education is represented by programs for exceptional children, instructional objectives and the nature of the program for exceptional children should take precedence in shaping administrative decisions and emphasis.

Wyatt (1968) noted that the tasks of supervision can be divided into 10 major areas: (a) developing curriculum, (b) organizing for instruction, (c) staffing, (d) providing, designing and equipping facilities, (e) providing materials, (f) arranging for in-service education, (g) orienting new staff members, (h) relating special services to major instructional goals, (i) developing public relations, and (j) evaluating. Wyatt went on to observe,

> Administration, on the other hand, becomes the function characterized by those activities which are neither remotely nor directly related to pupils or instruction but which tend to give unity to the entire operation by being somewhat related to all functional areas. It is concerned with policy-making, communicating, and coordinating the activities associated with management and those associated with supervision, while actively involved in both spheres. (p. 16-17)

In their 1955 study, Mackie and Engel obtained responses from 103 directors and 50 supervisors. They found that directors spend a greater percentage of time than do supervisors in such functions as: giving leaderships in evaluating and developing programs for the education of exceptional children, acting on applications for and securing of services and equipment, setting criteria for membership in special classes, consulting with general school administrators and representatives of various agencies, testing and counseling, and speaking and participating in organizations. Supervisors spend more time than administrators in activities such as consulting and working with teachers, and curriculum development.

Sergiovanni and Starratt (1971) illustrated the differences between administration and supervision by noting the differences in their concerns; that is, administration is ordinarily concerned with providing material, facilities, and with operations in general, while supervision is ordinarily concerned with improving the setting for learning in particular. Sergiovanni and Starratt further observed that actions on the part of school personnel which involve and depend on aspects of the human organization in order to achieve those goals are supervisory in nature. Actions on the part of school personnel which do not involve or depend on the human organization to achieve the goals of the school are administrative. Wyatt (1968) wrote regarding the differences in function and use of administrative and supervisory titles,

> Whether a director or coordinator in a local public school system is considered to be an administrator or not may be a reflection of the

> perspectives taken by his professional co-workers, or of the circumstances within which he is called upon to assume responsibilities. To the members of the administrative chain he may function in a staff relationship and thus be viewed as a supervisor; while at the same time, he may serve in a line relationship to other personnel in special education who are clearly fulfilling a supervisory or consultory role, and thus he is viewed as an administrator for their specific purpose. The nature of the activities for which the director or coordinator is given responsibility may also be a determinant as to whether his position is primarily conceptualized as administrative or supervisory. The end result of this being that no clear distinction can be made as to an individual's role strictly on the basis of the title he happens to hold, but is determined rather, by the job he fills. (p. 18)

Wood (1978) conducted a survey involving the special education supervisor in which he attempted to develop a model describing the supervisor's duties and responsibilities. Wood's approach was to determine the perceptions of State Department of Education staff, superintendents, and local special education supervisors regarding these duties and responsibilities. The profile developed showed that the average supervisor was a female between 31 and 40 with a bachelor's degree in elementary education and a master's degree in special education. The supervisor had an average of 5 years as a regular education teacher and 4.3 years as a special education teacher. From this study Wood concluded, (a) although superintendents generally viewed the level of responsibility for the supervisor as being total, the Department of Education viewed it as being partial; (b) the many clerical duties assumed by supervisors may interfere with the supervisory functions for which they were to have responsibility; and (c) superintendents preferred special education teachers over school administrators as supervisors of special education.

Dufour (1978) conducted a similar study directed specifically at differentiating the competencies required of supervisors from those required of directors of special education. The instrument developed contained 49 competency statements to which special education supervisors and directors were asked to respond in terms of importance. The results indicated that the competencies required for the special education director fell into the area of management, while those required of the special education supervisor fell into areas that were more specific or technical in nature. Dufour recommended differentiated training programs for the two positions and separate certification standards.

Brown (1967) has noted that leadership may be viewed as a transactional phenomenon, the determinants of which are affected by the leader's and the follower's behavior. Lipham (1964) suggested that leadership is the initiation of a new structure or procedure for accomplishing an organization's goals and objectives. Lipham built on the work of Hemphill (1958) who discussed the change process. Crowley (1928) put forth the idea that leadership or the leader himself should be considered one who moves in a specified direction and is successful in influencing others to follow him. Taking a different slant, the National Conference of Professors of Educational Administration (1951) observed that democratic leadership is involved with accomplishing two goals. The first is the improvement of society itself, and the second is improvement of the group. Cartwright and Zandler (1960), writing on the function of leadership, commented that it is not possible to satisfactorily describe the role of leadership until there is more research on groups.

Morphet, Johns and Reller (1967) viewed leadership as influencing actions, behaviors, beliefs, and feelings of one actor in a social system by another actor with the willing cooperation of the actor being influenced. In reviewing the characteristics of effective leaders, Lindrop (1964) noted that while discrepancies in personal qualities existed, some qualities to a greater or lesser degree did seem to be common to all successful leaders.

Although administration, supervision, and leadership are often used interchangeably to refer to the individual possessing primary responsibility for special education in the local school district, it is important to remember that these three are not necessarily the same. Hemphill, Griffiths, and Fredericksen (1962) wrote that the impression has been created in the literature that leadership and administration are synonymous. They do not believe this to be so, stating that administrative performance is much more than leadership. Leadership, then, when it is stressed to the exclusion of other aspects of administration produces an incomplete picture.

While administration, supervision, and leadership often are defined as discrete functions, it is true, as many writers have noted, that they are all closely related and interdependent in the school context. It is neither practical nor useful to discuss these three roles apart from each other when viewing special education administrators, directors, coordinators, etc. What is probable is that the individual primarily responsible for the special education program in most local districts, single as well as intermediate units, occupies all of these roles, both separately and coterminously. The concepts of administration, supervision, and leadership are deeply imbedded in the job of the special education director and the constructs and rationale underlying these concepts form an essential foundation for the effective functioning of this individual. What sets off special education administration and leadership from general administration is the unique nature of the discipline. But, leadership personnel who are successful in accomplishing the goals and objectives of the special education program must be adept at bringing together the concepts and principles of these two disciplines, special education and general administration, into a unique blend of skills and competencies.

The Special Education Director: Competencies, Tasks, Job Description

Connor (1961), noting that programs for exceptional children began a marked expansion in the late 1940's, wrote that administrators and supervisors of special education programs must provide the knowledge, skills, and attitudes that command the respect of the American people. That may sound like a tall order for anyone to fill. However, it is beyond dispute that the special education director must provide the competencies and skills necessary to perform a unique series of tasks. It is incumbent, then, upon one wishing to derive an understanding and description of the position of the special education director, to look at these competencies and tasks.

White (1969) contended that the emerging role of a special education director hs taken on new meaning as a result of a progression of changing methods, curriculum, funding programs, public interest and teacher demands. White furthur noted that the rapid growth of special education has fostered confusion, misunderstanding, and necessary redefinition of the role.

Henderson (1967) predicted a change in the type of personnel needed from that of purely administrative to a more complex model of administrative-supervisory roles. Because of specialization, the supervisory tasks of the administrator will be taken away and assigned to a supervisor whose role will be less ambiguous and contradictory. Henderson also contended that supervisory positions should not be used as training grounds for future administrators.

Fields (1956), writing concerning the selection of supervisors of teachers for the mentally retarded, listed 11 broad areas of competencies for these individuals. Included were areas such as; philosophy of instruction, knowledge of specialized curriculum, principles of guidance and placement, ability to organize, knowledge of supervisory techniques and methodologies, and personal attributes.

Connor (1961) proposed some of the skills of special education leaders to be: ability to discuss intelligently and truthfully, to act with imagination and sensitivity, to plan thoroughly and unselfishly as well as to provide for individual needs and the common good. While these are, for the most part, generalized ideals for which to aim, other writers, as well as Connor, have dealt with the competencies and tasks of the special education director in more specific terms.

Voelker (1967) wrote:

> Special education administrators and supervisors must be well prepared for this task. They should be well grounded in the principles of child growth and development and in the policies and practices of regular education as well as special education. They should be acquainted with the various community resources so that these ancillary services may be used when appropriate. They should possess the competencies necessary for helping principals, teachers, and parents combine their efforts for the ultimate good of exceptional children and youth. They should also have the ability to plan and direct necessary programs of research and evaluation in the various areas of special education. (p. 671)

> The supervisor acts as consultant for curriculum development and revision. (p. 15)

The Superintendent of Public Instruction for the State of Illinois (1956) has stated:

> In determining the position of the director of education of exceptional children in a local district it is necessary to define the position in terms of his place in the school organization, his responsibilities and the carrying out of those responsibilities. A director of education

> for exceptional children is a staff member of the school system who is delegated certain responsibilities for administering, supervising, and coordinating all educational programs and facilities for atypical children. He is directly connected in his responsibilities to the chief administrative officer and is an extension of that official because his functions reach into practically every phase of the school program. The director functions within the administrative framework established by the superintendent of schools to carry out these responsibilities. (p. 3)

Marshman (1965) conducted one of the largest studies of special education directors emphasizing the supervisory aspects of the job. Attempting to develop a job description for the position, Marshman listed 91 responsibilities divided into 11 supervisory areas. One of these 11 areas was administration. Marshman concluded,

> The director of special education is an educational leader with many and varied responsibilities. The basis for his professional behavior is a body of specialized knowledge which he uses to create a general educational program for a specialized clientele. To do this he interacts with the entire spectrum of the school

> system. His responsibility is not confined to academic areas, to curriculum, or to instruction, or even to administration. He must coordinate a variety of services -- psychological, vocational, transportation, etc. Expenditure of funds, to be properly coordinated, requires his specialized knowledge. Organizing this job into a meaningful description is no small task. (p. 31)

Howe (1960) conducted a pilot study in which he attempted to develop a job description for directors of special education. He used a sample of 10 directors selected from school systems ranging in total population from 20,000 to 80,000. Through the use of an open-ended questionnaire, he found wide differences among the directors both as to how they interpreted their duties and how they actually performed those duties.

Mackie and Engel (1955) surveyed responses from 103 directors and supervisors. They found that 2/3 of the time of the directors and supervisors was spent in areas of administration and supervision. The rest was divided among other areas: (a) administrative duties--40%, (b) supervision--23%, (c) in-service education--6%, (d) professional study and research--5%, (e) public relations--11%, and (f) direct services to children--14%. This study utilized directors and/or supervisors from 24 states and 112 school systems in cities of 25,000 or less to cities of over 1 million. Mackie and Engel also involved a committee of 12 leaders in the field.

This committee developed a ranking of 11 competencies.

Voelker (1966) building on the Mackie-Engel study, determined that the special education director's time can be divided into four major areas:

> Administrative duties including preparing and reviewing reports and budgets, pupil placement, personnel and consultation.
>
> Supervision involving working with teachers to plan, develop and evaluate curriculum.
>
> Services to children including testing, placement, counseling, job placement and follow-up.
>
> Miscellaneous including public relations, in-service, study and research.

Graham (1956) one of the first to delineate the tasks of the special education director, approached the problem by grouping them under the headings of administrative, supervisory, and coordinating functions. The tasks, when broken into these three groups, are:

I. Administrative
    1. Responsibilities for developing policies
    2. Responsibilities for establishing special education programs
    3. Responsibility for placement of children
    4. Responsibility for scheduling teachers
    5. Responsibility for completion of state forms

6. Responsibility for pupil accounting and records
7. Responsibility for teacher accounting
8. Responsiblity for transportation
9. Responsibility for establishing channels of communication
10. Responsibilities for evaluation of personnel
11. Responsibilities for equipment and instructional supplies
12. Responsibilities for planning and appraisal of total program

II. Supervisory Function
   1. Fostering professional growth
   2. Evaluating personnel
   3. Serving as a resource person
   4. Building staff morale

III. Coordinating Functions
   1. School personnel
   2. Community agencies

Taylor (1967) conducted a study designed to analyze the role of special education administrators in local school districts in California. He found that 3/4 of his respondents were involved in the interviewing and selection of teachers; 1/2 were involved in the evaluation of teachers; and 3/4 were involved in budgetary procedures and administration.

Plank (1967) divided 28 Kansas special education directors into three groups on the basis of the size of the special education program; (a) large, (b) medium, and (c) small. He then asked each to rank administrative competencies. The results displayed the following hierarchy:

1. Leadership in program direction
2. Knowledge of the teaching-learning situation
3. Background in administrative procedures
4. Familiarity with recent trends, provisions, and facilities in special education
5. Curriculum planning
6. Understanding the characteristics of the exceptional child
7. Evaluative ability
8. Group dynamics and human relations
9. Knowledge of budgeting and finance
10. Conducting research

Plank's results demonstrated differences among the three groups. The directors of all but one of the larger schools rated "leadership in program direction" first. The directors of medium-sized programs ranked "familiarity with trends, provisions, and facilities in special education" first. And directors of small programs gave the highest ranking to "knowledge of the teaching-learning situation."

Gearheart (1967) described the duties of the local special education administrator as:

I. General Administrative Duties
   A. Purchasing
   B. Budget preparation
   C. Meeting with other school administrators
   D. Consulting with parents
   E. Facilities planning and development
   F. Personnel recruitment and employment
   G. Placement of students
II. Supervisory Duties
   A. Supervision of special education staff
   B. Evaluation
III. Research and Continued Study
IV. Public Relations
V. Legislative Responsibilities
VI. Staff Development: Inservice Training (p. 73-79)

Irwine (1967) observed that an administrator or director of special education assumes the task of organizing and supervising the educational programs of children displaying a wide variety of needs and exceptionalities. Irwine reported that these duties related to: basic education of the exceptional child, administrative relations, financing, and public relations.

Newman (1970), noting that the growth of special education made necessary the availability of appropriate leadership, explored the functional tasks in special education administration. Selected for the study were 100 school districts with pupil populations between 13,000 and 30,000. An instrument was developed utilizing Gulick's and Urwick's POSDCORB. The instrument was designed to elicit responses dealing with activities actually performed and activities which respondents thought ideally should be performed. Results indicated that there was no significant difference between the tasks performed and those that administrators thought they should perform. Newman ranked tasks in order of importance to administrators under the broad functions of planning, organizing, directing, coordinating, reporting, and budgeting. Summarizing the tasks indicated as being needed by special education administrators, Newman posited the following:

> To plan and provide adequate educational classes and services needed by individual districts.
>
> To coordinate the various services that are available within the school and community.
>
> To formulate the structure through which communication will flow in all directions including communication within the school structure and with the parents and community.
>
> To assist in securing the necessary teaching and ancillary personnel for carrying out the processes of special education.
>
> To make the necessary decisions involving

> the educational processes and to serve as the instructional leader.
>
> To compile and complete the local and state accounting and reporting forms.
>
> To assist in the fiscal planning and implementing of funds for special education classes and services.
>
> To conduct research to assist in determining the appropriateness and successes of the classes and services.
>
> To bring about the dissemination of current research findings through appropriate inservice meetings, workshops, or other means of directly involving the special education personnel.
>
> To continually evaluate the curricular approaches and to evaluate the appropriateness of the special education personnel. (p. 524)

Carney (1971) noted that administrators of special education in the past, for the most part, had little or no preparation in special education. Many of them were educated in such fields as elementary or secondary education, clinical or school psychology.

Carney noted that no single job description can adequately define the complexities encompassed by the term "administration" of special education. The mere diversification of titles assigned to leadership personnel is awesome.

Carney (1971) investigated the importance attached to 14 administrative responsibilities by special education directors in Virginia. The responsibilities used by Carney were:

Advising parents of exceptional children

Conducting and assisting on-going research

Coordinating the special education program within the total school program

Coordinating the utilization of ancillary sources within the community

Developing a budget for the special education program

Diagnosing and placing children in the special education program

Evaluation of special education personnel

Evaluation of the special education programs

Hiring of special education personnel

Providing for in-service education of special education personnel

Providing assistance to the students of college and university teacher-training programs

Providing special education information to the public

Selection and implementation of curriculum

Serving as a consultant to other agencies involved with special education

Carney divided the 68 directors into various groups based on such factors as:

Number of years the director had been in current position

Position held previously

Number of teachers employed in special education program

Number of hours in special education

Number of hours in general administration

Carney's results supported those reported by Wisland and Vaughan (1964) in that all directors ranked the administrative responsibilities similarly regardless of the above factors.

Pedrini and Pedrini (1972) outlined the duties of the special education director this way:

> The director of special education shall
>
> have the authority to administer, supervise, and coordinate all special education services and personnel within the school district.
>
> be responsible for the placement of students into special education programs.
>
> direct the development of policies unique to special education.
>
> provide leadership in guiding the community through the readiness stages in the development and establishment of special education programs.
>
> be responsible for the continuous identification and re-evaluation of students in need of special education services.
>
> develop procedures for referral and follow-up which facilitate directing prompt attention and effective service for students in need of special

education.

be responsible for maintaining an effective, efficient system of records containing pertinent data on each student served, and in need of being served, by the special education program.

be responsible for establishing and maintaining efficient, effective channels of communication between special education personnel and other school personnel.

be responsible for recruiting, interviewing, and recommending persons for employment for special education staff positions and for recommending the development of new positions to meet the increasing demands, e.g., hiring new or additional special education consultants.

organize and participate in effective in-service programs for special education staff members, administrators, teachers and other school personnel.

utilize various means of communication to keep the public and school personnel informed of the needs and services of special education programs within the school district.

assist in the preparation of the budget and the allocation of funds for special education. (p. 6-8)

Waters (1974) conducted a study to determine whether or not there is a relationship between the expectations held by employing officials and expectations held by doctoral candidates concerning the administrative competencies needed by special education directors. Participants included 45 school officials from Indiana, Illinois and Michigan, and 42 doctoral candidates from the same states. Waters reported no difference between the groups regarding the areas of; fiscal procedures, staff personnel, law, collective negotiations and community relationships. The scores indicated that all respondents perceived these areas as being very important areas to include in training programs. Employing officials perceived the areas of curriculum development, staff development, student personnel, and the total educational process to be more important in training special education administrators than did doctoral candidates.

King and Harris (1976) listed the top 10 competencies perceived as being important by special education supervisors:

1. Utilizing time
2. Acquiring relevant data
3. Designing budgetary recommendations
4. Utilizing human resources
5. Selecting personnel
6. Specifying new job descriptions
7. Providing information programs to the public
8. Securing supporting services
9. Scheduling services
10. Securing learning resources

One useful way for determining the duties of special education leadership personnel is to look at specific state guidelines and regulations, since this most accurately reflects current practice. For example, the Michigan Special Education Code outlines the duties of the special education administrator as,

> . . . development, organization and administration of special education programs and services, the planning and conducting of in-service education programs, the development and maintenance of continuous evaluation procedures for special education, the liaison with school staff and the community, the preparation of special education reports and other duties related to special education as assigned.

In a study of Minnesota special education directors, Weatherman and Harpaz (1975) received completed questionnaires from 33 special education directors. Observation interviews were held next as the second step to development of a position description. This description was then sent to all 71 special education directors for review and comments. In addition, the position description was sent to special education sections of the State Department of Education, the Minnesota Administrators of Special Education Advisory Committee, and faculty members in the departments of special education and educational administration at the

University of Minnesota. This process resulted in the following job description for the director of special education:

> The director of special education has the basic function of providing all special education pupils with equal educational opportunity. He typically reports to the superintendent or assistant superintendent, and he may supervise a number of other people, including specialists, guidance and counseling personnel, and other teachers. The task analysis reveals the main areas of the director of special education under the following headings:
>
> -- Procedures and Policy Making
> -- Program Planning, Research and Evaluation
> -- Organization and Pupil Services
> -- Personnel Administration
> -- School Operations
> -- Office Work
> -- Relations with Community
> -- Budgeting/Accounting. (p. 11)

McWhorter (1978), in examining the role of the director in a regional special education agency, found that the primary role of the special education director in an intermediate unit lay in the areas of assistance and maintenance of LEA awareness. His Delphi procedure revealed that the specific role perceived as belonging to the regional special education director was as the facilitator of communication among the people, groups and agencies who work with exceptional children at all levels. Those areas which received lowest priority dealt with direct services, direct involvement with identification, placement, planning, and in budgetary functions.

Egner (1977), acknowledging that Public Law 94-142 requires immediate changes on the part of local school administrators, studied the competencies and training needs necessary for effective administration of special education programs in sparsely populated areas of Vermont. Those skills considered essential were; assuring due process, interpreting federal and state mandates, showing that records comply with due process and confidentiality, establishing policies to assure least restrictive alternative placement, and determining qualifications/job descriptions for personnel serving the handicapped. The training needs reported by over 40% of the respondents were related to the technical/cognitive content of research, trends and programs for educating exceptional children. Also considered necessary were skills in developing and implementing policies to fulfill mandates. Melcher (1972) stated that, "The administrator (of special education) should be a person of considerable knowledge, for every science and modern movement has an immediate impact upon his work with the handicapped, usually by making it harder for his charges to make their way in the world" (p. 163).

In a study involving nine directors of special education and 45 elementary principals in Indiana, Betz (1977) attempted to determine the elementary principal's role in implementing special education programs. Each participant responded to an instrument containing 11 competencies and 24 illustrative indicators of the principal's role in special education. Results indicated that principals had a preference for a shared type of authority in special education matters. Principals, though, desired individual authority in assignment and reemployment of special education instructional staff, while directors thought this also should be a shared decision. Principals felt, too, that they should have sole authority in discipline, school schedule, and coordination of support personnel. Betz concluded that the relationship could be delineated by the director dealing with system-wide matters and the principal dealing with day-to-day operations of the special education program. The ideal relationship between a principal and a special education director would consist of open, two-way communication, mutual respect, and team approach.

Bobay (1973) also utilized the POSDCORB model in a study designed to delineate the responsibilities of local special education administrators from the perspective of; (a) special education directors, (b) special education supervisors, and (c) general program supervisors. Participants were asked to respond on a Likert Scale to the relative importance of a number of administrative responsibilities. The five most important tasks indicated by respondents were:

1. Establishing special education programs

2. Developing policies (e.g., identification, placement, transfer)

3. Establishing channels of communication and responsibility

4. Preparation of the budget

5. Communication with the board concerning special education programs

Bobay also determined that the tasks which provide potential for role misunderstanding are different in large and small districts. Hill (1967) observed that a clear understanding of the role of the director of special education would lead to more realistic training of administrative personnel in the area of special education. This was in close alignment with Blessing (1966) who wrote,

> At this time, then, there appears to be a general consensus that men and women who have genuine motivation to become outstanding administrative and supervisory leaders in special education, with confidence in themselves and their ability to pursue an exacting academic program, require a tailored and sequential preparatory program in this area. There is also general

> agreement that this preparation program be not less than six years and that sequences leading to a doctorate with a major emphasis in special education administration are highly desirable goals. (p. 245)

Blessing went on to observe that formerly administrative and supervisory training in general and special education consisted of courses dealing with theory, information and admonition on how the instructional program should be organized, as well as on how administrators and supervisors should perform. To bridge this gap between theory and practice, the practicum and internship have evolved. Blessing noted that general education has led the way in experimental and innovative practices in practicum and internship experiences. Henderson (1967) also implied a need to transverse the distance between theory and practice by citing a need for on-going research-based education for special education administration:

> Much of what we now teach as school administration is composed of the testimonials of successful administrators, or the folklore of "promising practices." Reliable knowledge must be obtained through the use of the scientific method. We must be able and willing to devise action research at one school district level to empirically test the benefits of varying organizational pat-

> terns, different types of instruction, methods or materials of new learning aids. The special education administrator must assist university researchers in appreciating the school's problems and in accomplishing meaningful research in the schools. . . . The research skills of these young people need to be sharpened in the real world of day to day administrative problems. (p. 135)

Erdman, Wyatt and Heller (1970) have noted that it is not always practical or feasible to have a qualified director of special education. Therefore, it may be necessary to have an administrator other than a special education administrator assume responsibility. Raske (1977) observed that when this occurs it is important that the person who assumes the special education responsibilities be versed in the operation of special education programs. Raske also reported that a common approach in Michigan is to assign a general school administrator to perform the administrative duties related to the special education program.

A number of writers have commented on the use of general administrators for the operation of special education programs. Orr (1964) has insisted that there exists a commonality in terms of administering both special and regular education. Bullock (1970) postulated that if public school programs for exceptional children are to benefit from legislative and judicial decisions, then school administrators must have some understanding of the characteristics, needs and educational provisions appropriate for exceptional children. Bullock reported that in a study of the special education training of elementary administrators, 65% had no coursework which could be identified as related to exceptional child education, 23% had taken one course, 8% had taken two courses, and only 4% had taken three or more courses. Raske reported in his study that none of the general school administrators who administered special education programs had majored in special education, but 4.8% had minored in special education. At least one course had been taken by 47.6% of the general administrators.

Angelloti (1967) investigating the administration of programs for the emotionally disturbed, found that 91.9% of the principals in the study had no experience in the teaching of the emotionally disturbed. Over 60% had never taken a course in special education. Angelloti found areas of commonality in regard to perceptions concerning importance of responsibility between principals and directors of special education. Sage (1968) in his study of the functions of special education administration found that, "Compared to the general administrator, the special education administrator seems to be focusing more upon the technical details of providing new and improved programs and services" (p. 69-70). LaPlante (1975) studying administrators' attitudes toward programs for the emotionally disturbed in Michigan, recommended that all general administrative preparation programs include at least one course in special education relating to the characteristics of the exceptional child.

Raske (1977) designed an instrument to measure the type of tasks performed by general school administrators in the administration of special education programs. In the instrument, 40 tasks performed by special education administrators were assigned to the seven areas of Urwick's POSDCORB theory. Raske reported that the administration of special education programs, whether by approved directors of special education or by general administrators, did not vary significantly by design but more in the amount of time expended in special education administrative tasks. The general school administrators allocated 14.6% of their time to special education, whereas state-approved directors devoted 100% of their time to special education. The special education tasks that were performed least by general administrators related either to direct contact with special education staff or to special education curriculum improvement, specifically, those tasks were: attending special education staff meetings (57.1%), observation of special education staff instruction (57.1%), development of special education curriculum (47.6%), arranging in-service programs (19.0%). Raske concluded that the allocation of time in performing the special education administrative duties is greatly influenced by the primary span of supervision of the general school administrator.

Role Expectations

Because the special education director operates within the organizational system of the school, the job is greatly influenced by the attitudes and perceptions of other members of that system. An effective special education director is cognizant of these perceptions and how they affect the administration of the special education program. Naegley, Evans and Lynn (1969) postulated that the behavior of an administrator is found in combination with the image of expectancy of the role by other members of the group. Bilyeu (1973) has claimed that the role of the special educator is being questioned and examined as it undergoes a transformation from an authoritarian role to one of a facilitator, innovator and implementor. As this change in roles occurs it puts the special education administrator into new relationships and new interactions with other school personnel.

Griffiths (1964) has defined a system as a complex of elements in mutual interaction. The boundaries of a system are permeable, permitting interaction with the environment. Owens (1970) has stated that factors which interfere with the interactive and adaptive relationships between the components of the interrelated parts of the system could pose a threat to the functioning of the whole system. One of these factors could be the expectations and conflicts among various roles occupying space in the system. Owens noted that as the individual, with all the attendent needs, drives and talents, assumes his or her official role, that role is shaped and in turn shapes the individual. The dynamic interaction of people with varying psychological make-ups in the organizational setting is the domain of role theory.

Getzels and Guba (1957) have described the organization as a social system possessing a hierarchical role-structure. Each role in the structure, including the special education director, has certain expectations connected with it concerning behavior. Every role in the system observes others and has certain perceptions and expectations regarding how those in other roles should behave in the performance of their roles. Lipham (1964) synthesized much of the research regarding role theory and concluded that administrative role conflict is extensive.

Various researchers have explored the director of special education as a role incumbent and the relationship of that role within the school organization. Howe (1963) suggested that studies of role discrepancy of the person charged with responsibility for special education might yield ". . . useful results as to how both superintendents and the special education staff visualize the role of director of special education, and how this perception actually affects the role that the director plays" (p. 364).

White (1969) stated some of the possible conflicts involved in the special education director's role as; extent of authority and responsibility belonging to special education directors, titles used by special education leadership personnel, whether special education should be considered primarily instructional in nature or an ancillary service, what should be included in the special education program, and the belief of special education directors that special education must be a part of the regular education program. Edgington (1968) found widely divergent opinions on the part of teachers, principals, superintendents, and special education directors concerning critical problem areas. He recommended that functions and responsibilities should be put in writing, distributed, and reviewed, delegation of responsibility and authority should be made clear to staff, and that generalists and specialists should meet often to discuss problem areas. Additionally, he recommended that the director position be given careful consideration by districts.

Hill (1967) found in his study that there was no disagreement between superintendents and directors on the administrative tasks of the director of special education. There also was no disagreement between superintendents and directors on the relative importance of specific administrative tasks in the area of special education. This was consistent with the Wisland and Vaughan (1964) study which found that size of program, type of program, or years of experience of the administrator did not have an effect on the interpretation of administrative problems by directors of special education.

Courtnage (1967) studied the sources of agreement between 129 superintendents and 123 special education directors. He found substantial disagreement concerning; (a) responsibility of the public schools for the deaf and blind, (b) departmental responsibility for the gifted, remedial reading, and culturally and educationally disadvantaged, and (c) internal administrative responsibilities for special education personnel salary schedules, types of diplomas for the educable mentally retarded, and length of contract for speech therapists. White (1969) undertook a study quite similar to the present one. He obtained the perceptions of various individuals concerning the importance of 28 tasks to special education administrators. Four groups were involved; special education directors, school administrators, doctoral candidates in special education administration and doctoral candidates in school administration. White concluded:

> 1. Data were sufficient to indicate a tendency for directors to emphasize certain technical aspects of their position as of more importance for special education administrators than

were emphasized by the other groups.

2. For all groups, psychometric testing of pupils ranked as lowest priority for special education administrators.

3. High ratings by directors on tasks involving decisions about placement of children in special education programs, indicating a desire by directors to control entry into their programs.

4. School administrators tend to view special education directors as more supervisory in function than do the directors themselves.

5. Differences of opinion and potential conflict between special education directors and school administrators were suggested in the areas of facilities, finances, and decisions about placement of pupils. (p. 130-131)

Downey (1970) collected data from 53 directors of special education in Illinois. All subjects completed a semantic differential type of questionnaire. Concepts rated were examples of behavior that suggested initiating structure or consideration. These two concepts were defined by Halpin (1959) as:

Consideration. Behavior indicative of friendship, mutual trust, respect, and a certain warmth in the relationship between the administrator and his staff.

Initiating Structure. Behavior in which the administrator defines the relationship between himself and the members of his staff. He defines the role which he expects everyone to fulfill and endeavors to establish well-defined patterns of organization, channels of communication, and ways of getting jobs done.

Downey found that variables typically prescribed for special education administrators lack predictive validity with these two leadership dimensions. However, directors in large districts (25,000 or more students) and more complex administrative districts (i.e. cooperatives) tended to promote Initiating Structure.

In another study using an instrument based on Halpin's LBDQ, Luth (1971) found that the attitude of special education teachers toward a director of special education does not differ whether he has a Ph.D. or an M.A. degree. Further, Luth found that the attitude of special education teachers toward a director with high competence was more favorable than toward a director with low competence. Furthermore, the attitude of special education teachers toward a director's level of training and competence did not interact.

In a closely related study, Rios (1970) suggested that teachers have more positive attitudes towards a Ph.D. on initial contact. Some argue that, although the attitude of teachers may be affected by a special education director's level of training, a more important variable is his level of competence. If the competence of a director affects the attitude of teachers, it follows that this will affect his ability to work with teachers.

Alvis (1975) attempted to ascertain the relationship between the perceptions of superintendents and special education administrators regarding the special education administrator's role. Alvis found no significant differences between the perceptions of superintendents and special education directors on the 86 items of his instrument.

Clark (1970) undertook research to determine the impact such variables as training, experience, age, and tenure of special education directors have on the perceptions of their staff. Using the Organizational Climate Description Questionnaire developed by Halpin and Croft (1962) and a descriptive questionnaire on directors, correlations were obtained on eight different factors; Disengagement, Hindrance, Esprit, Intimacy, Aloofness, Production Emphasis, Thrust, and Consideration. No relationships were found between these factors of the variables; amount of coursework in education, special education, or educational administration, undergraduate grade point average, age, tenure, previous employment. Other conclusions drawn by Clark included:

A positive correlation between date of degree and Hindrance suggests that directors who have more recently attained their highest degree were perceived by their staff as more "hindering" than facilitating regarding task accomplishment.

Non-classroom special education experience correlated negatively with Aloofness, suggesting that directors who did not teach in the special education classroom were perceived as being less aloof or impersonal.

Any type of administrative experience correlated positively with Hindrance, negatively with Esprit and Production Emphasis. This would seem to indicate that these directors were seen as hindering task accomplishment, morale was lower on their staff, and they were not perceived to highly direct or supervise their staffs.

A positive correlation was found between internship experience and Production Emphasis suggesting that directors who had served an internship were perceived to be highly directive and to supervise their staff closely.

Mallek (1970) sent questionnaires to superintendents, principals, and counselors in California in order to ascertain their perceptions regarding the role of the special education administrator. There did appear to be significant differences among the three groups on some factors. Principals were revealed as having the greatest degree of support for the functions of the special education administrator. Mallek concluded that confusion existed in the minds of superintendents, principals and counselors regarding the totality of special education. In addition, Mallek suggested that increasing complexities in the administration of special education programs place the responsibility for developing effective and meaningful preparation programs on colleges and universities.

Mazor (1977) noted that Griffiths, Clark, Wynn, and Iannacone (1962) and Clabaugh (1966) emphasized that the superintendent should retain the primary responsibility for some of the major administrative functions and delegate the rest to other administrators. Therefore, the special education administrator is merely an extension of the superintendent. The superintendent, then, becomes a crucial factor in the administration of special education programs. Mazor observed that it is very important that the special education administrator understand the role expectations that the superintendent holds for him or her. Mazor found a significant disagreement between superintendents and special education administrators only as to whether special education administrators were actually building and maintaining staff morale. This was not in agreement with White's (1969) study which found differences of opinion and possible conflicts in the areas of facilities, finances and decisions about placement of pupils.

Mazor did find significant differences between principals and special education administrators concerning the performance and importance of a number of tasks; (a) establising special education programs, (b) establishing psychological procedures, (c) establishing communication, (d) building and maintaining morale, (e) integrating special education, (f) cooperating and communicating with school personnel, (g) selection and assignment of special education teachers, and (h) budget preparation and administration.

Taylor (1978) investigated the perceptions of special education directors and building principals concerning the role of the local special education director in Florida. Taylor's results supported the following conclusions:

Special education directors would like to have more administrative authority than principals would be willing to support.

Both directors and principals would prefer that the special education director have coursework in special education programs, supervision, and administration, including an internship.

There is a strong lack of communication in school districts concerning the special education program.

The size of a school district has a direct influence on how a special education program should be organized.

Callahan (1975), inquiring into the relationships between the perceptions of special education directors and their immediate superiors regarding the directors' role and qualifications, examined seven areas: (a) administrative function, (b) evaluation and research, (c) professional development, (d) interaction with state, local, and federal agencies, (e) degree, (f) experience, and (g) areas of related coursework. Callahan determined that a great deal of agreement exists between special education directors and their immediate superiors in regard to these areas.

Sklar (1976) conducted a study to determine the concepts of role, role conflict, and perceptions concerning administrative positions in special education. The study centered on Intermediate Unit Directors of special education and their relationships involving two types of role conflict; interpretation conflict, and intra-role conflict. Intermediate unit supervisors, board members and local superintendents played the part of role senders. Results indicated that these role senders ranked expectations of staff-related activities most important. Program development activities were ranked second followed by consultation activities, community participation, with negotiating activities last.

Symons (1973), observing the lack of special education training on the part of principals, designed a study to determine the effect this had on the principals' expectations concerning the role of the special education director. Matching questionnaires were received from 95 elementary principals and special education directors in California, Oregon, and Washington. On responses to statements pertaining to ideal situations, most of the disagreement stemmed from the principal wishing to share responsibility and the special education director wishing to have predominant authority. On the basis of this study, Symons suggested that the training of general elementary administrators should include coursework or experience in special education and that special education directors should possess greater knowledge of how to help principals learn more about special education, including in-service programs.

Professional Preparation

Tied very closely to the tasks and needed competencies of special education directors, so closely in fact as to be almost indistinguishable, is the professional preparation needed by these individuals. A number of distinguished practitioners in the field have written eloquently and insightfully concerning this subject, a subject fraught with controversies and inconclusions. It is the purpose of this section to review the discussions and points of view regarding the preparation of directors of special education, to reiterate the suggestions of others concerning necessary coursework and experiences, and finally to present some programs and methods designed to train special education leadership personnel.

Haitema (1947) reviewed research in special education administration in areas of attitudes, effectiveness of programs, weaknesses, organizational patterns, but did not discuss personnel. Several studies between 1964 and 1969 demonstrated increasing interest in special education leadership personnel. Between 1966 and 1969 at least 10 dissertations were written on the subject and the Council for

Exceptional Children in 1966 published a 43 page abstract with four pages devoted to administration. Kohl and Marro (1970) wrote, "The advent of federal funding for training and programming, enlargement of school districts, and creation of a consortium of university professors training these administrators have been some factors that have created a renewed focus on the training of special education administrators at the graduate level" (p. xiv).

Public Law 88-164 Section 301 of Title III authorized the Commissioner of Education to make grants to private or public institutions of higher education to prepare professional personnel for educating exceptional children. In order to implement this, 47 million dollars was authorized for expenditures over a 3-year period to train teachers and supervisors. Wyatt (1968) reported that this enactment resulted in an emphasis in the need for adequate preparation for administrators and coordinators. They were added to the category September 1, 1965. In 1961 Mackie, et al. observed that only 64 doctoral degrees were granted in special education with the majority being in mental retardation and speech and hearing. This became a source of concern to authors in view of the need for leadership personnel. In 1966 to 1967, 11 institutions received support from the United States Office of Education for programs in special education administration. Mackie, Hunter, and Nueber (1966) reported that in the 1961 to 1962 academic year, 101 institutions were offering programs to prepare individuals for leadership or research positions in special education, with 89 reporting programs for special education administration or supervision.

Lord (1966) counted 36 universities receiving support for doctoral programs under Public Law 88-164. Of the 36, 301 doctoral fellows were enrolled. Schofer (1968) indicated that 2,367 graduate students held fellowships from the Bureau of Education for the Handicapped in 1966 to 1967. Douglass (1971) cited the Joint Commission on Mental Health of Children as recommending that Congress and state legislatures should substantially increase the support of programs which prepare leadership personnel.

Spriggs (1972) reported that most special education administrators first had experience as a special class teacher who received graduate training in an area of exceptionality, and then was appointed to an administrative position. This individual had little administrative training or experience. Raske (1977) reported that of the participants in his study, no administrators had majored in special education, 4.8% had minored in special education, and one special education course had been taken by 47.6%. Lucito (1968) observed that special education remained administratively under the direction of general school administrators who, for the most part, had little or no knowledge of the educational needs of exceptional children.

Wyatt (1968) observed that opinions on how to prepare special education administrators were reflected from six sources: (a) professors of special education administration, (b) individuals recognized as authorities in the area, (c) surveys of existing university programs, (d) surveys of state and local personnel in the field, (e) examination of hiring standards held by districts, and (f) examination of state credential standards.

Kirk (1957) was one of the first to imply a basic program for a graduate degree in special education administration. According to Kirk, basic requirements should consist of: (a) a master's degree, (b) teaching certificate in an area of exceptionality, and (c) two years teaching experience.

Sage (1970) observed that changes in the field of special education require changes or shifts in emphasis for administration training programs in order to prepare administrators for the complex tasks that lay ahead for the field of special education. Sage stated that it should be the goal of such training programs to produce practitioners whose functioning in society can go beyond that of routine management of existing and growing programs. This type of personnel would become an agent of change and of significant influence on a broad spectrum of service to handicapped persons. Sage went on to say that this could be operationalized in two ways:

> 1. The fully prepared administrator would first possess the technical knowledge necessary to adequately serve, supervise, and manage teachers and other direct service personnel who deal with instruction of the handicapped.
>
> 2. He would be able to deal effectively with and exert influence on general school administrators, boards of education, local, state and federal legislatures, and other policy-making bodies in ways which will cause the principles of acceptance of deviancy and the application of rehabilitative intervention to be adopted by other elements of society both within education and without and in both the public and private sector. (p. 36)

Sage suggested that appropriate training should include general administrative theory and interaction in both formal coursework and field work. Curricula should focus on such areas as processes of organizational change in education, politics of education at state and federal levels, social-emotional dynamics of groups and organizational behavior. With tongue firmly in cheek, Sage further suggested that necessary "how to do it" courses might be in:

Finesse in the care and feeding of the building principal

Sleight of hand for the federal projects man

Pressure group manipulation or getting parents to do your toughest job for you

Beating the superintendent at his own game (p. 37)

Sage was implying what Johnson (1974), in more direct words, said:

> . . . training programs for special education administrators in the past have not adequately prepared these administrators for the expanded roles for which they are now responsible.
>
> . . . In many instances college personnel who are training special education administrators have only a superficial understanding of the newly evolving competencies required. (p. 141)

The Division on Teacher Education of the Council for Exceptional Children established a committee with James Gallegher (1959) as chairman. The committee outlined a program of minimum standards which recommended: teaching experience in one area of exceptionality for two years, general knowledge of characteristics of the exceptional child, two or three courses on special problems of differences of exceptionalities, knowledge of administration and curriculum adjustment, school finance and business mangement, understanding theory and practice of American educational administration.

Kohl and Marro (1970) reported that most authorities have argued that qualified leadership personnel in special education need a balanced combination of related experience and specialized training (Connor, 1966; Gallegher, 1959; Kirk, 1957; Tudyman, 1960; Wyatt, 1968). However, Kohl and Marro insisted that little empirical evidence existed to support these contentions as to necessary or desired qualifications. They noted that, on the contrary, several authorities investigating general school administration have suggested just the opposite. Neither teaching experience nor administrative coursework have been found to be positively related to administrative competence (Antley, 1966; Gross and Herriott, 1965; Morphet and Shutz, 1966).

The Council for Exceptional Children's Professional Standards Committee proposed 15 major areas in which leadership personnel should be trained:

1. Understanding of total educational process.
2. Knowledge of school organization and administrative processes.
3. Knowledge of various administrative provisions.
4. Knowledge of fiscal procedures.
5. Knowledge of curriculum development and methodology.
6. Knowledge of supervisory practices and theory and techniques of staff development.
7. Knowledge of psycho-educational and other diagnostic procedures.
8. Knowledge of personnel practices.
9. Knowledge and utilization of community organiza-

tions and resources.

10. Ability to identify, define, and influence the power structure, both within and outside of education.

11. Knowledge of public relations.

12. Knowledge of school law and legislative processes and their implementation.

13. Knowledge of school plant planning and utilization.

14. Knowledge of research techniques and procedures.

15. Knowledge of professional responsibilities to the field.

The Council of Administrators of Special Education (CASE) formed a Standards Committee for Directors of Special Education in 1962. A list of competencies was included which was similar to that subsequently proposed by the Council for Exceptional Children. The report included a recommendation of a minimum of 30 semester hours in administration and leadership of general education, and another 30 semester hours in the administration and/or supervision of special education. It was suggested that directors should possess regular and special education teaching certification and hold a valid supervisor's certificate. An internship was recommended and a master's degree in education or educational administration was considered necessary. One year teaching normal children and two years teaching exceptional children was considered necessary (Tudyman, et al., 1962).

The National Association of State Directors of Special Education (Milazzo and Blessing, 1964) adopted criteria for the accreditation of institutions involved in training special education administrators. The authors, noting that the training of special education administrators has much in common with general education, maintained that it is essential that these individuals acquire special training, special experiences, and special merit. Among the recommendations the report made were the following:

> Colleges and universities should consider appointment as faculty members only those individuals who have had training, experience and demonstrated proficiency in special education administration and/or supervision. Faculty members teaching courses in this area should themselves have at least six semester hours.
>
> Greater attention should be given to the background and experience of individuals prior to their admittance to directorship and supervisory training programs.
>
> More attention needs to be directed toward involving leadership candidates in internship activities, especially at the state department level.
>
> A master's degree should be considered a minimum standard for provisional accreditation

as a state or local supervisor or administrator and states should move toward recognition of a sixth year program for certification.

Objective cognizance of the limitations of the training and background of current special education supervisors and directors calls for recognition of the need for more complete preparation of future leadership aspirants.

Training programs should provide a common core of learning in special education and differentiated core commensurate with the individual candidate's objectives.

(a) The core of common learning should consist of; survey courses in exceptionality, psychology of exceptional children, curriculum methods in one area of exceptionality, remediation of learning problems, internships with normal and exceptional children, statistics and research design, advanced seminars in special education, and electives.

(b) The differentiated core should include; general education and supervision, school law, school finance, administration and supervision in special education, field work, internship in the administration and supervision of special education, and electives.

> (c) Sixth year programs should include a minimum of nine credit hours of course work including an internship in the administration and supervision of special education and support or background work in general administration or supervision. (p. 140)

Connor (1966) claimed that doubt existed in regard to whether general administration research and theory and the move toward higher standards were adequately reflected in special education. The author summarized a review of literature on the subject by stating,

> . . . the present state of knowledge indicates the need for more information regarding incidence, definitions, finances, organizational techniques, decision making, power structures, leadership qualities, curricular effectiveness, political activity, personal values, selection of personnel, preparation patterns, and community influences. (p. 163)

An outline of Connor's proposed program consists of the following components:

Minimum Program for Special Education Administration
(M.A. plus 30 graduate semester hours)

1. B.A. or B.S.
    a. Liberal arts or
    b. Education (excluding special education) or

c. Any non-professional field of study

2. M.A. or M.S.
    a. If B.A. or B.S. in liberal arts or other non-professional field then a 40 or 50 hour graduate program which includes:
        1) Student teaching with non-handicapped and exceptional children
        2) 24 semester hours in special education
        3) 12 to 18 semester hours in education
    b. If B.A. or B.S. in education then at least a 30 hour graduate program which includes:
        1) Practice teaching with exceptional teaching
        2) 24 semester hours in special education
        3) Six semester hours of advanced study in behavioral and social sciences
3. Experience
    a. One year teaching internship and
    b. Two to three year period of successful teaching experience with exceptional children
4. Post-master's program (30 graduate semester hours)
    a. Fundamentals of administration (12 semester hours)

        1) General education administration
           (six semester hours)
        2) Special education administration
           (six semester hours)
    b. Administrative internship (up to six semester hours, at least one semester full time)
    c. Advanced study of an exceptionality (six semester hours)
    d. Concomitant fields (six semester hours) (p. 165)

Henderson (1968) wrote that a need exists to analyze differences among states to determine if special elements are needed in programs preparing administrators for states with extremely sparse, non-urban populations. Henderson also asserted that the role of the special education director is unique in public school administration, because it maintains a dual line and staff relationship. Henderson suggested that skills in interpretation of research findings and in developing and conducting action research programs are important to the special education directors. Other suggestions made by Henderson include:

The number of leadership personnel is far short of the number needed and must be increased.

A wide variation on a number of factors among states suggests that preparation for positions in sparsely populated areas needs to be different from that of densely populated states.

Greater differentiation of roles is necessary with three patterns of personnel needed.

(a) Director of special education with overall responsibility for the program of up to 10% of the children.

(b) Supervisors of particular phases or categories of children; and

(c) Administrative assistants specializing in such tasks as inventory control, bus scheduling, etc.

There is a trend toward integration of school systems and preparation programs in recruitment and preparation of special education leadership personnel. Henderson concluded by predicting that practicum and internship in local, state, and national settings would become indispensible for entry into the profession.

Henley (1969) surveyed graduate programs in special education administration (USOE/BEH funded) in 1967 and 1969. Institutions indicated that major areas of emphasis in addition to special education administration and general administration courses included; (a) research and statistics; (b) courses in special education; (c) foundations of education; (d) psychology and educational psychology; (e) diagnostic teaching; (f) sociology and vocational rehabilitation. Vance (1973) surveyed students of special education administration who had received USOE/BEH training grants.

Vance and Howe (1974) summarized some of the implications of this survey as:

> 1. Universities and USOE/BEH should intensify their efforts to predict manpower needs in special education administration.
>
> 2. Universities show little evidence of preparing women and other minorities for leadership roles in special education.
>
> 3. Training institutions need to develop regular feedback mechanisms as a means of evaluating curricula. The internship program was viewed as particularly useful.
>
> 4. The role of the administrator of special education is becoming more complex as the field moves away from a separate system of special classes and isolated programs to more of a mainstreaming approach of support to the regular class teacher.
>
> 5. Largely as a result of the recent entrance of the courts into programs for the handicapped, the director of special education needs the skills of being able to understand "due process" and to organize programs. (p. 120)

Yates (1974) maintained that special education leadership must be trained to create new models for the delivery of services to handicapped pupils, apply existing models and disseminate the success or failure of such models, be prepared to function as a change agent, as well as to serve cooperatively with personnel in general education. Other useful skills discussed by Yates as being important to special education leaders were the ability to utilize manpower and financial resources, and the ability to develop new resources.

Brabandt (1969) conducted a study which attempted to analyze the training and the credentials of special education administrators, and the extent to which these agreed with those requirements proposed by the Council for Exceptional Children. Data were obtained from letters sent to state certification departments, institutions of higher learning offering programs in special education administration, and questionnaires sent to special education administrators in school districts serving areas of 100,000 or more in 12 western and midwestern states.

Brabandt found that 92% of the administrators had graduate degrees, 41% doctorates and 51% had masters degrees. At the masters level, 27% had majored in special education while 35% at the doctorate level had majored in special education. In the area of training, 41% of 78 respondents had taken courses in four to seven areas of special education, 42% in one to three areas, and 17% had no coursework in special education. It was found that 41% had no coursework in special education administration, 27% had two or less courses and 27% had taken three or more courses in the administration of special education. Of 82 respondents, 91% had taken no internship or practicum and those who had taken an internship reported that the average credit earned was 15 to 18 hours.

Concerning preparation programs, Brabandt reported an increase in the last decade of from 5 to 15 in the number of schools offering a doctoral program in special education administration. Most required; (a) previous educational training, (b) certification or endorsement, (c) two or more years of special education teaching experience, (d) not less than two years of education beyond the masters, (e) coursework offering an overview of special education, (f) practicum or internship in special education administration, (g) a minor area, and (h) research experience and training.

Brabandt concluded that none of the current administrators directing special education programs in the area involved in the study met the standards of the Council for Exceptional Children or institutional standards. The majority had training as general administrators, or psychologists but were not specifically trained to meet the broad requirements of the programs which they directed.

Willenberg (1970) observed that administrators and supervisors of special education have unique functions. These unique functions make necessary the acquisition of knowledge and specialized skills that are essential in the performance of their leadership roles. Willenberg defined two major categories of special education administrators.

The first category involves those who have general responsibility for all categories or most classifications of exceptional children. The second involves those who have primary responsibility for the education of normal children in regular school programs and who have additional responsibility for classes and services for exceptional children enrolled in regular school programs. According to Willenberg, preparation programs should seek to differentiate between these two categories.

Willenberg proposed that preparation for the first category, the special education administrator who has general responsibility for all categories of exceptionalities, should encompass the following functions:

> Planning -- setting forth in broad outline the needs of exceptional pupils and indicating how these needs will be met through special education programs and services of the school.
>
> Organizing -- setting up the administrative structure and internal organization for instructional offerings and services applicable to the full range of divergent characteristics of exceptional pupils.
>
> Directing -- serving as a leader in decision-making and implementer of those actions necessary to attain the objectives of educational plans.

> Staffing -- recruiting, selecting, and providing continuous in-service training.
>
> Coordinating -- synthesizing the various components of special education and related services to assure maximum effectiveness of personnel and material resources.
>
> Budgeting - planning educational objectives and programming pupils in such a way as to ascertain cost effectiveness.
>
> Reporting -- providing for effective communication to achieve support for the objectives, means, and outcomes involving the special education enterprise. (p. 30)

In their study of the position of special education directors in Minnesota, Weatherman and Harpaz (1975) recommended that the position of special education director should include a master's degree in educational administration and/or special education, experience in public school administration, and training in program design. Also suggested was a basic understanding of special education systems, child development laws and regulations and guidelines pertaining to special education, local school organization, and community resources.

Henley (1967) noted that the major problem facing the development of training programs for leadership personnel in special education deals with how to determine the training and knowledge needed. Henley urged that the program for training administrators of special education should consist of:

General administration -- knowledge of finance, law, personnel, etc. PLUS

General special education -- breadth of understanding, depth in one or two areas. PLUS

Psychology -- understanding how people develop and function. What may go wrong and why. How to counteract these deviations, etc. PLUS

Psychometrics -- utilization of the best in testing and assessment. PLUS

Research -- the ability to understand and conduct meaningful research. PLUS

Management -- operating the machinery efficiently, bookkeeping, office procedures, etc. PLUS

Public relations -- selling the program, knowing the community including agencies and organizations with which one can work to improve the special education program. PLUS

Grantsmanship -- obtaining financial support for various efforts from state and federal government. PLUS

Supervision -- guiding and improving the instructional program in special education. PLUS

> General education -- philosophy of education, current trends and issues in education today, keeping in touch with the mainstream. PLUS
>
> Organization -- ability to look ahead, to plan years in advance, to be ready when opportunity strikes, to set up new programs and new ways of attacking programs, etc. PLUS
>
> Leadership -- the ability to work and communicate with individuals and groups, and to make appropriate and vital decisions. (p. 257-258)

Henley observed that in such a program, there must be considerable flexibility. He concluded by stipulating that practical application to the real world of special education administration must permeate all coursework.

From a different perspective and relating directly to the purposes of the present study, Kohl and Marro (1970) compiled a list of college courses reported important by special education administrators. Those courses in order were:

1. Child growth and development
2. Special education
3. Special education administration
4. General school administration
5. Current developments
6. Supervision of instruction
7. Educational psychology

8. Tests and measurements
9. Remedial education
10. School finance
11. Methods of teaching
12. Public and community relations
13. General psychology
14. Philosophy of education
15. Studies of the disadvantaged
16. School plant design
17. Methods of research
18. Humanities
19. Cultural foundations of education
20. Social sciences

LaMonda (1978) undertook an investigation to determine the opinions of state directors of special education concerning the type of preparation and administrative functions indigenous to the effectiveness of the local special education director. The results of that investigation revealed the following perceptions held by state directors concerning local directors' training and functions:

The master's plus additional courses was considered to be a minimal level of training appropriate for the LDSE.

Specific courses in special education administration were considered most relevant.

Administrative and teaching internships were considered most relevant to the LDSE's effectiveness.

Release time for professional growth activities was considered important.

The ability of the LDSE to obtain line authority in special education policy development, acquisition and evaluation of staff, and budget preparation was considered important to the effectiveness of the LDSE.

Noting that the administrator of special education today is one of the few administrative personnel with true K-12 responsibility, Jones and Wilkerson (1975) discussed the preparation of these individuals. They described the preparation program for special education administrators at Indiana University. Since 1973 this program has been located in the department of school administration. Students in the program major in school administration and minor in special education. Before being admitted to the program a prospective student must possess a master's degree in special education and three years experience teaching exceptional children.

The major in school administration permits the prospective special education administrator to complete 45 hours in courses such as; administration of special education, law, finance, budgeting, facility planning, supervision, school community relations, research in school administration, and seminars in school administration, as well as research. A variety of practice in many settings and an internship of up to one year allows the student experiences in all levels of special education administration.

The 15 semester hour minor in special education permits an extended knowledge into that field. Additionally, a second minor or minors is required outside the College of Education. Usually this minor is either in business management or speech and hearing. Jones and Wilkerson observed,

> The tasks performed by today's director of special education are administrative and decision-making in nature and the individual holding such a position in the schools should have the necessary responsibility and authority to administer a comprehensive program for exceptional children. The title of the individual should also be appropriate to the given school district's administrative structure. Such titles range from coordinator in some small school districts to assistant superintendent. (p. 196)

While there are a number of lists of needed competencies and training areas available in the literature, little has been accomplished in the way of relating these to district and program types as well as geographical and socio-economic factors. Most writers would seem to be in agreement, however, in recommending a combination of general and special education training along with preparation in general and special education administration.

Special vs. General Administrative Training

There has existed for years a controversy regarding the proper placement of special education administration. Connor expressed it in 1961,

> The following questions concern the preparation of special education administrators. Should they be educated under departments of general administration or in departments of special education? Do presently educated administrators and teacher educators of exceptional children have a practical knowledge of the resources and recent research in regular administration fields? (p. 20)

This controversy regarding whether the emphasis in training leadership personnel should be in special education or general administration has received considerable coverage in the literature. Not only has the confusion been in regard to the proper placement, but it has also involved the degree as well as the kind of emphasis. Sage (1970) noted that there should be less and less difference between the training of special education administrators and general administrators. The major difference should be that special education administrators need both specific and general skills, calling for higher standards of admission to the program, and a more rigorous and demanding program.

The view that there are common and specialized learnings has long been held by general administrators. The University Council of Educational Administration noted that there are concepts, knowledge and skills which are held in common by all school administrators and also those which are special or unique to a given position (Miller, 1963). Culbertson, in 1963, compiled a list which singled out communicating, decision-making, handling morale, and coping with change as common processes for all administrators. Culbertson also noted that specialized knowledge is needed when; (a) the administrator performs a unique function, (b) the contextual knowledge to be applied differs, and (c) the characteristics of individuals served differs.

The UCEA's Seventh Career Development Seminar devoted the entire convention to discussing whether common or specialized learnings should be emphasized in preparation programs for school administrators. Boyan (1963) said that the closer an administrator is to the technical or teaching level of operation, the more specialized are the learnings needed. Culbertson (1963) stated that in most administrative jobs, many aspects of administration are the same. Leu and Rudman (1963) in summarizing the UCEA Educational Development Seminar stated that at the very most only 25% of any administrative role would need a specialized skill to perform it adequately.

The American Association of School Administrators (AASA) observed in 1958,

> Educational administrators. . . should be educated in the same core curriculum and program, but with provisions made to have specialized practical experiences and special study in areas designed to give them the specialized competencies peculiar to that job. (p. 185)

Many professors of special education administration hold a different view. They believe that to do an effective job as a special education administrator, an individual needs, most of all, a background of learning dealing with content areas of exceptional child education. These experts believe that knowledge of educational programming for exceptional children deserves more emphasis than pure administrative skills. Because their job involves special programs, materials, and trained personnel, a knowledge by special education administrators of these areas is essential.

Howe (1960) conducted a pilot study in which he interviewed special education directors in 13 midwestern cities. The administrators were separated into two groups: one had a special education background, one group did not. Howe found that the groups differed in terms of the importance of certain functions of a special education administrator. Their personal comfort in performing these functions also differed. The director with a special education background tended to emphasize and feel more comfortable with pupil centered activities while those with general administrative backgrounds favored routine administrative functions.

Sage (1967) and Stevens (1971) have cited the need for administrators trained in special education to lead the numerous special education programs in existence. Wyatt (1968) indicated that special education programs should be administered by special educators. Connor (1961) maintained that the success of directing programs for exceptional children rests upon the twin bases of specialized teaching and administrative experience in special education, and general administrative knowledge. Connor also stated,

> Thus, general school administrators who are entering special education must assimilate the complex methods and materials which make schooling for exceptional children so specialized. Without the latter type of preparation general administrators are interlopers in the field of special education; without the former, special educators may be excellent teachers or other professionals, but they are seldom competent administrators. Non-educators need a full measure of general school administrative preparation and special education leadership training prior to the assumption of any program responsibilities. (p. 22)

Training Models and Programs

There are various projects and models for the training of special education leadership personnel which have been developed over the last 10 years. Perhaps the most prolific in terms of material produced was the Special Education Supervisor Training Project (SEST) at the University of Texas at Austin (Harris et al, 1975; King and Harris, 1976; Giesecke et al, 1975; Gruber, 1975). SEST was developed to provide a competency guided program for the preparation of instructional supervisors to work in the area of special education; and to generate a model for the competency-guided preparation of educational leaders of all types. A number of materials were produced including self-guided instruction packets. SEST was funded by the Bureau of Education for the Handicapped, USOE, through agreement with the Texas Education Agency and the College of Education at the University of Texas.

The project consisted of three developmental phases; (a) 1972-73 constituted the conceptual phase, (b) 1973-74 was the exploratory, prototype development phase, and (c) 1974-75, the final year, was for refinement, pilot testing, evaluation and dissemination of project materials, and national use. For this project special education supervisory personnel were viewed as the instructional leaders and agents for effecting the planned change mandated by legislative and judicial developments. The general purpose was to develop a training program which would equip new special education leadership personnel with the human, conceptual, and technical skills necessary to effect planned change in special education practice (King and Harris, 1976).

A generic model concept was developed based on the assumption that there are certain basic competencies that are not only related to, but required by, all educational leaders. By determining the generic leadership competencies, and making them stationary components in a model, other competencies pertaining to specified educational roles can be inserted to complete the model for each training program.

Three domains were formed; (a) Problem Solving, (b) Human Relations; both considered necessary for successful leadership in any area, and (c) Job Task, which represents the interchangeable portion of the model that determines the specific character of the program. Behaviors from the three domains were combined in different ways to form complex behavior patterns. These were identified as critical competencies and defined in terms of the specific job tasks expected of the role being described.

Because there is considerable discussion concerning the value of and need for competency based training for special education leaders, it is useful to examine the idea of competence and competency based instruction. Kelly and Teagarden (1974) wrote,

> We can measure competence only through an

> accummulation of evidence, and to perform certain functions or skills in ways which are, more often than not, considered positive by both the individual and his audience. A person is not competent because of what he knows, does or feels; he is competent when what he knows, does or feels is evaluated as being positive in its results and is a part of his consistent behavior as a human being.

The SEST project staff developed a series of 12 principles underlying competency based instruction.

> 1. Competencies in professional practice are a synthesis of many behaviors expressed as a unity or "gestalt." In various individuals the components may be different and still form essentially the same performance pattern.
>
> 2. Competencies necessary to professional effectiveness are complex and consistent patterns of performance crucial to the job and expressed in the context of the real school situation.
>
> 3. Professional entry level competence can be demonstrated as a given set of competencies defined as sufficient for being able to step into a number of positions and roles. The formal training program is responsible for

all learning up to this entry level. Competency-guided instruction is to play a part in the education of some persons who have already experienced much learning before, and who, of course, will continue to learn much after they leave the program. Therefore, a training program is the pivotal period for attainment of professional entry level competence with continual growth as the key to competency development.

4. Competency attainment varies in terms of entrance capabilities, growth rates, interests and aspirations. Competency attainment at the end of the program varies according to individual growth rates, producing greater or lesser promise of future growth, job expectations. Given careful selection, rigorous individualized planning and a well designed program of experiences, trainees completing the program are presumed to be minimally competent.

5. Since competencies are very complex behavior patterns, various component behaviors are not all readily identifiable nor verifiable in detail. Some of the components are probably possessed by nearly all mature adults. Therefore, instead of determining that a person should possess 5, or 10, or even 100 discrete performance

capabilities, what must be specified is the total configuration of behaviors desired. Therefore, assessing at pre-test points should be exploratory, tentative and diagnostic. A training program should be "guided" by the continuing interaction between students, instructors, experiences, and on-going assessments. The end-of-program assessment should reflect total performance of competencies, not specific behaviors.

6. Assessments of competencies to guide instruction are measured in relative rather than absolute terms. There is room for students to go much further in some competency areas than in others since improvement, rather than absolute pass/fail levels, are central to the continuous growth approach. In fact, the concept of a pass/fail point in competency development statements at this time simply may not be supportable due to the small knowledge base. Pass/fail levels are often arbitrarily set and not related to any actual reality-oriented standards or validated levels of performance.

7. In the training program, both the array and character of competencies are stated publicly in advance of training.

8. Since there is always more one can

learn in any competency area, the training program can provide for some learning of competencies at a level far beyond the range judged as "entry level" for some students, if that seems feasible during the training period. There is no reason to halt growth in certain competency areas simply because a given level has been achieved. If some other competency areas are deficient, however, more effort might be channeled into the relatively weaker area.

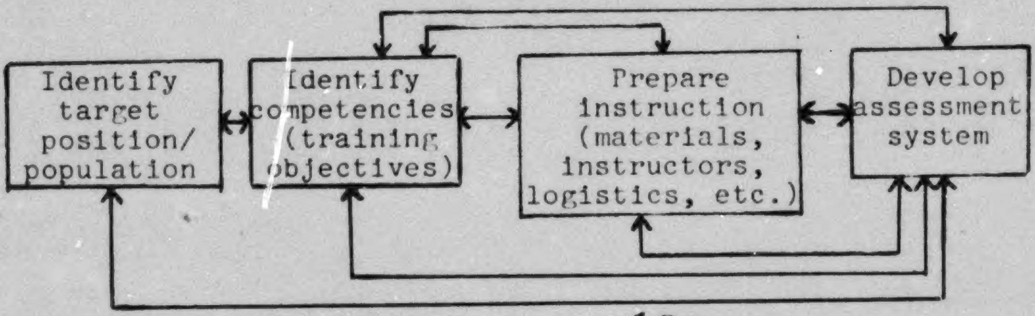
9. Time alloted for attaining given competencies varies but time within the total program is relatively constant.

10. The keystone of the competency guided approach is a variety of training activities that may be extended over hours, days, weeks, or months and may be experienced concurrently. Activities are not necessarily ordered in a linear sequence nor restricted to self-paced, self-instructional, or programmed activities.

11. Instructional activities may be self-paced or teacher/individual paced or teacher/group paced. Rates of learning are always individual and different rates occur regardless of whether activities designed to teach occur in a group or alone or regardless of method used.

> The critical variable is learner participation in the decision-making process regarding the what, when, how, and why of the instructional activities in which he or she is involved.
>
> 12. Learning activities should be selected so that the learner is provided the opportunity to experience a wide variety of learning methods to enhance self-pacing, scope of learning, simultaneous learning, involvement in learning, choice of learning modalities employed, responsibility for learning and creativity in finding ways to learn. The training program should include a diversity of learning activities. (Harris et al., 1975, p. 4-5)

Weatherman and Dobbert (1975) stated that the basis for evaluation of a competency-based program is each individual's learning and performance. An underlying assumption is that there is a direct relationship between training offered and methods of evaluation. Weatherman and Dobbert offered the following development sequence for the operation of a field centered, competency-based program.


Identify target position/ population
Identify competencies (training objectives)
Prepare instruction (materials, instructors, logistics, etc.)
Develop assessment system

Weatherman and Wolf (1977) have stated that the general goal of competency training involves the enhancement of personal achievement through improvement of performance of the individual. The word performance is at the heart of competency based training. It is the person's performance or observable behavior that is important instead of a person's intent to perform some activity.

SEST developed 24 critical competencies for special education leaders:

DEVELOPING CURRICULUM

Setting Instructional Goals

Designing Instructional Units

Developing and Adapting Curricula

DEVELOPING LEARNING RESOURCES

Evaluating and Selecting Materials

Producing Learning Materials

Evaluating the Utilization of Learning Resources

STAFFING FOR INSTRUCTION

Developing a Staffing Plan

Recruiting and Selecting Personnel

Assigning Personnel

ORGANIZING FOR INSTRUCTION

Revising Existing Structures

Assimilating Programs

Monitoring New Arrangements

UTILIZING SUPPORTING STRUCTURES

Analyzing and Securing Services

Orienting and Utilizing Specialized Personnel

Scheduling Services

Evaluating the Utilization of Services

PROVIDING INSERVICE EDUCATION

Supervising in a Clinical Mode

Planning for Individual Growth

Designing Inservice Training Sessions

Conducting Inservice Training Sessions

Training for Leadership Roles

RELATING TO PUBLIC

Informing the Public

Involving the Public

Utilizing Public Opinion

Each of these competencies as broken down, defined, and made operational in real life situations. It was recommended that a variety of learning models be incorporated to develop these competencies and that the program be individually tailored and planned.

The Special Education Administrators Training Project (SEATP) developed by Weatherman and Wolf at the University of Minnesota (1976) is also a competency-based training program. It was developed from a systems orientation model and used for inservice or pre-service training of administrators. The project had seven basic features:

1. The objectives are stated as competencies of a director of special education.

2. These competencies or performances are derived empirically from examination of the job which existing special education directors perform.

3. There exists an identifiable core of minimum essential competencies for all directors of special education. These core competencies constitute the program curriculum.

4. Instruction received by a participating director of special education is based on individual needs as determined by prior on-going assessments.

5. Instruction is field centered.

6. The types of instruction offered emphasize the teaching of facts and concepts and the practice of skills relevant to the performance required in the position.

7. The basis for evaluation of the success of the training program is student practices, learning and performance.

The project included training in eight different functions built upon the features discussed above; (a) devising ways of identifying children with special needs, (b) assessing children with special needs in order to determine what kinds of special programs and services should be provided, (c) planning the appropriate variety of interventions to mediate properly between the child's special education needs and tasks of rehabilitation and/or educational development,

(d) marshalling and organizing the resources needed in a comprehensive program of special education for exceptional children, (e) directing, coordinating, and counseling appropriately in guiding the efforts of those engaged in the special education enterprise, (f) evaluating and conducting research in order to improve special instruction and the quality of special services, (g) interpreting and reporting information to gain public support and influence the power structure in helping to achieve program objectives, and (h) recruitment, selection, and training competent staff.

Peterson (1976) has described various training systems. Among these was the Special Education Simulation in Monroe City (SEASIM). Developed by the University Council for Educational Administrators in Columbus, Ohio, the goal of SEASIM was to increase the skills and strategies of special education administrators. It is a multi-media simulation package consisting of an instructor's manual, background booklet, case studies, office files, phone call interruptions, films, filmstrips, audio tapes, transparencies, other expendable materials, and a series of other stimulus items. Peterson reported that SEASIM is useful for pre-service and in-service training of administrators and other personnel. SEASIM consists of the following areas of focus:

Continuum of services. This includes process and content materials on organizational theory, status of special education; philosophies underlying continuum of services such as individualization of instruction, equal educational opportunities for all pupils, varied and diverse instructional arrangements and instructional systems.

Identification process. This includes process and content material based on concepts found above and expanding the materials/sections which focus on the issues more specifically involved in segregation.

Placement procedure. This is built upon the first two. It includes concepts of teamwork and other procedures, i.e. vehicles for making placement decisions for and about all students in the system.

Curriculum. This includes process and content material applicable to general curriculum development and implementation, and also specific process and content material which focuses upon philosophies presented above, and emphasizes factors and concerns which occur when a wholistic approach to education is used.

Finance. This includes process and content material applicable to implementation of programs. The finance issue is basic to all other sections in terms of making resources available for making programmatic decisions. This section also deals with space allocations and transportation.

Evaluation. This has the flexibility of being utilized separately as a unit, but is an integral part of each section; in each section, there is content and process materials which focus on evaluation as a process for making decisions, for administrative strategies, solutions, and actions.

While SEASIM is an urban simulation program, Weatherman and Wolf (1976) have developed a rural adaptation of it. The package consists of seven major areas of focus; (a) identification processes, (b) placement procedures, (c) curriculum review, (d) delivery of services, (e) resource allocation, (f) evaluation, and (g) communication. Materials are in the form of instructor's and user's manuals, and are usually presented in a pre-service or in-service workshop.

Peterson (1976) described some of the features of Rural SEASIM. He noted that it was designed to assist participants to anticipate issues rather than react to possible crises; it emphasizes both team and individual decision-making processes as desirable elements of administrative skill; it focuses upon the processes of special education administration rather than upon the single role of the special education director; it provides participants with insight into their own decision-making and leadership styles; and it provides a variety of settings in which the participants must operate.

One of the first simulation programs was developed by Sage (1967). The Special Education Administration Tasks Simulation (SEATS) game was supported by a grant from BEH/USOE and was based on the assumption that the study of administrative behavior in actual situations imposed severe difficulties due to the impossibility of providing either standardized or controlled conditions. Sage wrote that SEATS utilized materials in a simulated environmental approach which were developed, produced, pilot tested, and evaluated to determine their usefulness as media for training programs and for behavioral research in the process of administration of special education. Background and task material took the form of both written and audio visual media, featuring a communications in-basket, telephone calls, filmed observations and role playing conferences. The contents of the game were selected on the basis of their broad representation of the possible situations confronting the director of special education in a medium-sized school district with an administrative organization typical of most districts possessing a comprehensive program of special education services. The objective was to provide maximum realism and involvement of the participants.

Sage (1969) also used the SEATS game in an attempt to acquaint public school administrators with the role of the special education administrator. This attempt proved successful, in that a positive change in the general administrators' attitude was measured. Sage concluded that the SEATS game can be effectively used with general school administrators.

The idea of using simulation to study and train administrators was first developed by Hemphill, Griffiths, and Frederickson (1962) in the now famous Whitman School

Study. Although this was a study of the elementary principalship, Sage adopted many of the assumptions and principles for the SEATS game. Hemphill, Griffiths, and Frederickson discussed the objectives of their study as being: (a) to determine dimensions of performance in the elementary school principalship and thus to develop a better understanding of the job of the school administrator, (b) to provide information helpful in the solution of the problem of selecting school administrators, and (c) to provide materials and instruments for the study and teaching of school administration.

Holler (1973) undertook a study to develop a training program for special education directors in Illinois based on their actual and ideal performance as perceived by directors of special education. The study was conducted in three classifications of district special education programs; large (25,000 or more) versus small (under 25,000) using student population, multi-school versus single district programs, and centralized administration versus decentralized administration. Of the 119 performance tasks included in Holler's instrument, 102 were perceived as important enough to be required in a university training program. Holler proposed a suggested university training program for special education directors.

Hudson (1968) also developed a simulation package for training special education administrators. After studying what constituted the role and function of the special education administrator, he developed a set of 50 problems recorded by practicing administrators in special education. Response forms were developed for the participants' response. Each trainee stated decisions made in regard to each problem and reasons for making that decision. The tasks or problems were presented by way of "in-basket" written communications, telephone calls, and face-to-face conferences.

Internship

One of the major aspects of most recommended training programs involves some type of internship. There has been enough written, in fact, to deserve a special section in this literature review. Most writers agree that an internship experience should be an integral component of any program training special education leadership personnel. Yet, in terms of implementation, it would appear to be the most difficult component to organize and administer.

Henderson (1978) defined internship as a full-time, paid position. The special education administration program under Henderson's direction at the University of Illinois places prospective administrators in a local special education setting for a year during which experiences are incorporated into the student's overall training program. Blessing (1966) described the approach used by Wisconsin in providing internship experiences for leadership personnel in special education. He defined internship as,

> The full time assignment to a particular

> setting for a block of time, during which time a broad scope of observation, participation, and work activities is involved. In contrast, isolated, single or brief experience of limited duration are referred to as practicum. (p. 305)

Blessing reported that the Wisconsin internship program was divided into three areas: (a) directed activities within the offices of the state department of public instruction, (b) directed activities under supervision in the field and at the local level, and (c) selected and specific activities related to the immediate county area and university program.

Henley (1970), writing about the "field experience" in special education administration, noted that field placement has been accepted as an appropriate type of educational experience for administrators of special education. Henley recommended that the internship consist of a minimum of one academic quarter of full time work, or 360 clock hours, in an agency devoted to serving the handicapped. Henley further observed,

> The internship setting is selected to correlate with the major interest and vocational objective of the intern. Exceptions to this practice are made when appropriate (especially when the intern had adequate work experience in a particular type of setting). The intern-

> ship is normally the last experience of the education program; thus the cooperating agency is provided with the most competently prepared professional person possible. (p. 277)

Davies (1962) wrote that the internship in educational administration is a phase of professional preparation in which a student nearing completion of formal preparation works in the field under supervision of a practicing administrator and a school representative for a block of time for the purpose of developing competence in administration. Davies stressed that the internship is not an apprenticeship. Although both involve direct, on the job experience, the difference is mainly one of timing and degree of difficulty. Apprenticeship, according to Davies, is a term applied to an on the job experience program, usually in the student's own institution. There may or may not be a working relationship with a professional school. The initiative lies with the school or institution which selects candidates and gives them practice under the supervision of its own administrators.

The internship, on the other hand, emphasizes rigorous learning experiences in the field near the end of a formal preparation period. It assures that the student's basic commitment to become an administrator has already been made. Hooker (1963) also insisted that the internship and apprenticeship are not the same. He wrote,

> It should be borne firmly in mind that interns are not apprentices. They are not learning the tricks of the trade nor formulae for solving problems. Under supervision they make logical deductions from basic knowledge and inferences from observations. The progress of the intern throughout his service depends almost equally upon the initiative and vision of the intern himself and upon the leadership and guidance of the staff in the school district. (p. 23)

Davies (1962) stipulated that in order to constitute a bona fide internship the following conditions must exist: (a) the student's field experience which is labeled "internship" is an integral part of his professional education which comes after or near the completion of his formal program of professional preparation, (b) his internship involves a considerable block of time--at least one semester on a full-time basis or the equivalent, (c) the student must be expected to carry real and continuous responsibilities in his field situation under the competent supervision of a practicing administrator, (d) the board of education of the institution in which he is interning supports the program at the policy level, (e) the professional school in which he is enrolled is a joint sponsor of his program along with the school system. The professional school also assists in his supervision, and (f) the state department of education recognizes and endorses the internship program for the state as a whole.

Newell and Will (1951) posited seven questions that must be asked before beginning an internship program: (a) How important does the university consider the internship to be? (b) What will be the program objectives? (c) How will the internship be defined operationally? (d) How are competent students for the internship to be selected? (e) What working relationships can be established between the university and the school system? (f) How will the internship program be financed? and (g) How will the internship be evaluated?

The SEST project at the University of Texas at Austin incorporates an internship as part of their program. Its purpose is to provide the training with opportunities for developing instructional leadership competencies. To this end three outcomes are anticipated: (a) to develop those specific competencies assessed as high priority needs, (b) to explore on-the-job situations and problems to gain experience in applying competencies, and (c) to develop competencies of special interest to the trainee. Another purpose is to provide some useful professional service to the institution in which the trainee is serving. To this end trainees are to assume responsiblity for an assigned portion of the work regularly assigned to another supervisor or administrator, and are to complete one or more special projects for the improvement of instruction.

Still another purpose is to provide real but controlled and monitored experiences which facilitate integration of knowledge, skill and attitude into practice. Finally, a purpose is to provide feedback for use in evaluating responsibilities and duties of the supervising institution; (a) unless special provisions are made, interns should plan to remain in a given field assignment from January to May with the same field and faculty supervisors, (b) field assignments should be individualized within guidelines to maximize experience and competency development, (c) field assignments can and should vary from week to week to allow for the demands of both field and campus, (d) average hours per week in each field assignment should approximate 15 unless special provisions are made, and (e) interns should be presented in the field as "part-time member of the staff" to avoid unnecessary resistance and assume maximum productivity.

Selection of Special Education Directors

The selection of individuals to direct special education programs involves a great many factors. Many of these factors are totally unique to a given situation. Obviously, most, if not all, of the ideas presented in the section on competencies and tasks of special education leadership personnel could and should be utilized in the employment of these individuals. However, several writers have addressed directly the question of criteria to be used in the hiring of administrative personnel in special education.

Fields (1961) described the examination process in New York City for selecting directors of special education. The first part of the examination consisted of a written test of one question for six hours. The question involved the areas of philosophy of teaching and supervising exceptional children, areas of organization and management, problems of supervision, knowledge of research, and an understanding of desirable relations between outside agencies and the schools.

Individuals who passed the written test were then required to take the interview test. The purpose of this test was to observe the candidates' pattern of speech, their ability to organize their thinking, the degree to which they were conversant with contemporary principles and problems in the field, personality and other relevant aspects of fitness.

The third step involved the conference test. On this component candidates were expected to demonstrate their ability to discuss with a selected group an assigned problem that was related to the area of the work and to conduct the conferences in such a way as to evoke and elicit contributory suggestions. At the conclusion of the conference they would be expected to formulate a definite summary based on the nature of the contributions.

Connor (1961) discussed some of the criteria for selecting a special education administrator as:

1. Academic and professional preparation, including:
    (a) Evidence of systematic study in curriculum.
    (b) Evidence of systematic study in administration.
    (c) A broad, liberal education.
2. Educational experiences in teaching, supervision, and/or administration.
3. A record of competence in all of the following:
    (a) Personal relationships.
    (b) Community leadership.
    (c) Professional leadership.
    (d) Productive scholarship.
4. Satisfactory appraisal in each of the following activities:
    (a) Skill in fostering group development.
    (b) Determination of wants and needs.
    (c) Planning with groups.
    (d) Consideration of a moral and ethical nature.

Trow (1971) conducted a study using simulation activities with 18 administrators with special education backgrounds and 23 with less than six hours in special education. Results argued for selecting individuals with a special education background. Trow also noted that an administrator without a special education background should have in-service training to give him content competency necessary to perform his job more efficiently.

Certification

Inextricably woven into preparation programs is a consideration of state certification standards for leadership personnel in special education. In some states an approved university program is accepted at face value as fulfilling certification requirements. As long ago as 1961 Connor wrote,

> Of national concern are the haphazard state certification standards currently required for administrators of programs for exceptional children. A high level of minimum preparation and experience for eligibility to executive positions would add some unity to the national picture by insuring that candidates for administrative positions have a background of training and experience in special education. (p. 21-22)

Many writers have noted the importance of state standards. Wyatt (1968) noted that the apparent lack of qualified administrative personnel in special education to assist in the many activities of the special education program was a source of concern to educators and parents. Ebersdorfer (1973) wrote that often the minimum certification standards become the nucleus for university training programs. Forgnone and Collings (1975) observed that one of the variables which affects the demand for special education leadership personnel is state certification and/or endorsement.

One of the first writers to investigate the status of certification for special education directors was Wyatt (1968). He found that only 10 states required a director to hold a general administrator's credential. Only 14 states required the administrator or supervisor of special education to have specific courses in administration and/or supervision of special education. Also the majority of states did not stipulate a minimum amount of teaching experience for special education leadership personnel. Wyatt concluded that the criticism expressed by Milazzo and Blessing (1964), that too little stress is placed on training directly related to either general or special education administration, is reflected in state certification standards.

Kohl and Marro (1970) surveyed the type of certificates held by the special education administrators participating in their study. Results revealed that the following certificates were held:

Regular Administrator	43.5%
Special Education	37.6%
Elementary Teacher	34.4%
Special Education Administrator	32.0%
Secondary Teacher	31.3%
School Psychologist	26.0%
Other	8.2%
Supervisor	5.3%
Guidance	4.1%

Brabandt (1969), investigating the relationship between training, certification and the standards for special education leaders promulgated by the Council for Exceptional Children, discovered that only Illinois' certification requirements for special education administrators met CEC requirements.

Kern and Mayer (1970) reported in their national survey that, of the 38 states responding, only 12 had specific certification requirements for special education leadership personnel. Ebersdorfer (1973) found that 34 states had no specific requirements for special education administrators. Ebersdorfer concluded that the lack of well-defined state certification standards for special education administrative training programs tends to suggest a lack of status for the field. Forgnone and Collings (1975) subsequently found that in 41 out of 50 states there was no certification of special education directors. However, 18 states did require an individual serving as a special education director to hold a general administrator's certificate.

Whitworth and Hatley (1979), in a national study, examined the certification practices and standards of all 50 states. Their results revealed:

1. 30 states presently have some provision for the certification of special education leadership personnel.
2. 8 states issue an administrative special education endorsement.
3. 15 certificate special education supervisors.

4. 3 states certificate in both supervision and administration.

5. 2 states endorse special education administrators under general administration.

6. 2 states do not formally issue certificates to special education administrators but do approve such personnel by noting it on the regular administrative credential. Whitworth and Hatley also reported specific criteria for certification varies enormously from state to state.

Organization and Structure in the Administration of Special Education

Integrally linked to the process of administration in special education is the structural components involved in the organization of special education programs. These components deal with a multiplicity of factors including the internal structure of the administrative staff, the nature and extent of services, the organizational structure of the special education program, and the socio-geographical features of the setting itself. A number of writers have investigated and commented on these areas.

Chalfant (1967), in a unique study, applied both factoral analysis and multiple regression techniques to 5 service level criteria and 31 demographic or economic variables to determine the factors influencing special education programs. The multiple-regression analysis produced six significant factors; urbanization, education, socio-economic status, rural occupation, financial ability, and population growth. Chalfant developed profiles of counties that were either expected or not expected to offer special education services. Urbanization was found to be the most important factor associated with the presence of services. Regardless of other factors, if counties were sufficiently urban, special education services were provided almost without exception. The author recommended that intermediate administrative units be encouraged by law to overcome the organizational problem encountered by rural counties.

Spoor (1977) also investigated special education in differing geographic areas. More specifically he examined the concerns of special education directors in three geographic locations; urban, rural and intermediate. He found that generally, geographic location has little or no influence on perceptions of special education directors regarding litigation, legislation, compliance with the law, and the implementation of programs mandated by law. Rural directors viewed finance, local autonomy and direction from the state department as the most distinguishable difficulties facing them when compared with urban and intermediate directors. Rural directors also perceived litigation for the attainment of the handicapped child's due process protection as being unnecessary or only slightly necessary. Directors in urban and intermediate units generally favored increased state department of education direction as the best single improvement for the implementation of the law.

There has been concern regarding the position of special education leadership personnel within the schools' administrative hierarchy. The Los Angeles Public Schools (1960) studied the organization and administration of special education in large cities. There was a wide divergence of opinion and practice in the placement of special education in the school hierarchy, particularly as it applied to the decentralization of administrative responsibility within a district.

Hodgson's 1964 study revealed a great variability in the preferences of respondents for different types of administrative structures for special education. Havinghurst (1964) also agreed with the assumptions of others regarding decentralized administrative organization for special education. However, he found that certain programs did not lend themselves to a decentralized organization. Regarding the Chicago Public Schools he proposed a modification which included both centralized and decentralized administration. Special education programs large enough to exist independently would be placed under the line authority of the area administrator and the director of special education would be in a staff relationship. But, programs for low incidence areas which were too small to have separate organizational units would be under the line authority of the special education director.

Hodgson's study (1964) involved an analysis of line and staff charts from 49 cities with populations of 200,000 or more. He found three administrative frameworks for special education programs. A framework that placed the special education leader within the operational division or district was possessed by 15 (13%) of the cities. The special education leader was vested with advisory or staff relationships with schools and personnel involved in educating the exceptional child. Responsiblity for special education schools, as defined by line and staff authority, was found to be assigned to the district superintendent.

Of the school districts studied, 18 (36%) were found to have an administrative framework that placed the special education department in a division other than operational. The special education leader was vested with advisory or staff relationships with school personnel. Administrative responsibility for special education schools and classes was assigned to the district superintendent. School districts which placed the department of special education in a division other than operational or as a separate entity tended to favor three types of divisions: (a) curriculum branch, (b) pupil personnel services, or similar title, (c) guidance. Hodgson also found that 16 (33%) of the school districts granted line authority over schools and classes for exceptional children to the special education leader. Hodgson concluded that there is no one form of administrative framework for organization of the special education program in large city school districts. He inferred that the variety of special education administrative patterns were a reflection of local district internal needs rather than carefully planned administrative designs.

Bauman and Marrs (1973) noted that a discrepancy existed between the formal structure and the real and functioning organizational structure of the special education director's position. In their study the director of special education perceived his position as having a line relationship with special education coordinators and other specialists, and a staff relationship to regular and special teachers and building principals. The formal organization chart, however, showed the director to have a line relationship only with the assistant superintendent of instruction and only a staff relationship to the special education coordinators with no staff or line relationship to the other personnel.

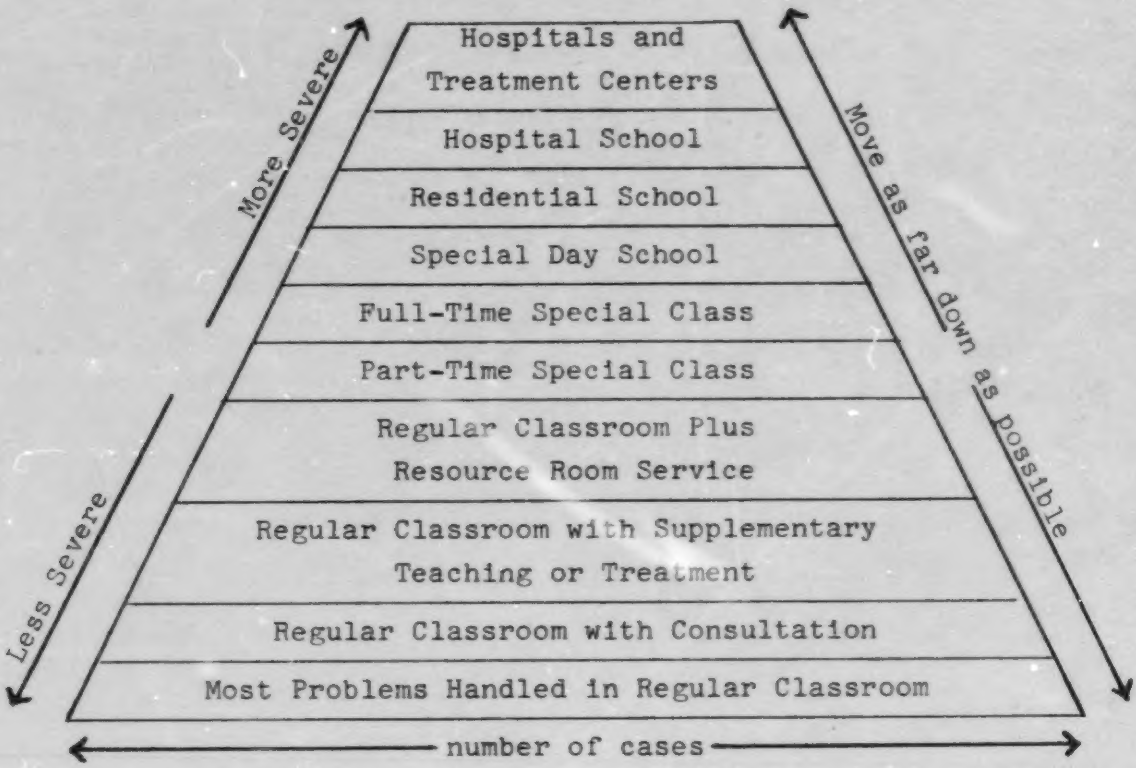
Another factor affecting the director of special education is the nature and level of services offered by a particular unit. Kohl and Marro (1970) reported that directors responding to their survey had responsibility for various combinations of the following exceptionalities:

Speech Handicapped
Educable Mentally Retarded
Trainable Mentally Retarded
Orthopedically Handicapped

Visually Handicapped
Aurally Handicapped
Emotionally Disturbed
Gifted
Learning Disabled
Remedial Reading
Homebound
Disadvantaged
Slow Learner
Socially Maladjusted

Brabandt (1969) reported that 52% of the districts in his study offered services to seven areas of special education. Of the seven, 75 of the 82 districts served four or more areas. Educable mentally retarded was the most frequent (91%) and services for blind were the most infrequent (76%).

These various exceptionalities may be served at a variety of levels. Reynolds (1962) presented a model of services which he placed on a hierarchy. Reynolds noted that as one moves from the bottom to the top of the chart; (a) the problems of children placed in programs tends to become more severe or more complex, (b) programs tend to become more expensive, (c) responsibility for administration of program shifts from school authorities to health, welfare, or correction authorities, (d) children are more separated from ordinary school and home life, (e) demands for highly specialized personnel increase, and (f) parent and general public understanding of programs decreases.


Hospitals and Treatment Centers
Hospital School
Residential School
Special Day School
Full-Time Special Class
Part-Time Special Class
Regular Classroom Plus Resource Room Service
Regular Classroom with Supplementary Teaching or Treatment
Regular Classroom with Consultation
Most Problems Handled in Regular Classroom
More Severe
Less Severe
Move as far down as possible
number of cases

This cascade model of special education services was elaborated on by Deno (1970) and Dunn (1973).

Understanding the possible types of services to be offered in special education is very important in conceptualizing the tasks and needed training of the special education director. The range of services provided may be highly complex requiring specialized technical and administrative skills. Because the range of services may be very broad and expensive, many school districts have found themselves unable to provide necessary programs and services.

In such cases new administrative structures and organizations have been explored.

Special Education Cooperatives

The wide variety of service combinations in special education have succeeded in putting great demands on local school districts to adapt to the increasingly complex administrative and organizational patterns and problems. One reaction to this has been new attention on alternative approaches to administrative and organizational structures. Kidd (1970) observed,

> In general, it is contended here, that organization and administration are means to an end--in education the end is the optimal enhancement of the child's potential for learning--in special education, the principle holds for the child with special needs. Thus no plan for organization and administration logically precedes the determination of the goals and philosophy. Yet, traditionally public schooling has proceeded in the opposite manner. Organization and administration have been first, by and large, then as new goals emerge, and philosophies develop, the old managerial system is expected to adapt to meeting the emergent needs. In an undertaking of state-wide magnitude, concerned with new goals and concepts if not philosophy, it

> would be well if the only administrative and organizational assumptions made were that the state as a political unit will persevere. However, even at this level, the assumption should not preclude organizational and administrative units and patterns of multi-state units of approach if they hold greatest promise for efficiency and economy in achievement of the goals envisioned. (p. 97)

Kidd further noted the axiom that the more frequent the occurrence of a learning variant warranting special education, the smaller the general population base necessary to yield the necessary number of subjects for an economically efficient program of high quality. The corollary to this is also true. The more infrequent the occurrence of a learning variant warranting special education, the larger the general population base necessary to yield the number of subjects for an economically efficient program of high quality.

The Appalachian Educational Laboratory (1969) noted that the educational cooperative is based on the concept that education needs new direction and that the design for that new direction must begin with its basic structure. It was further postulated that only a radical rearrangement of relationships among school districts, administrators, classroom teachers, boards of education and the public could change the structure. Kohl and Achilles (1970) further developed this idea when they wrote,

> In recent years, demands for more services from local schools are generating new concepts in organization for education. Many of these concepts are predicated upon notions of regional cooperation rather than total local autonomy.
>
> . . . Cooperative arrangements are more than a simple total of the resource allocations of each basic component of the unit. The educational cooperative, a multi-district confederation, provides the conceptual and organizational framework for local school systems to increase their capabilities to produce quality education. (p. 1, 3)

Isenberg and Lord (1964) observed,

> The greatest barrier to expanding and extending specialized educational service programs in areas where they are not now provided is not really any tendency to discount their value and potential contribution to children and communities. Neither is it the absence of an adequate structure to administer such programs, even though this is a definite lack. The major obstacle seems to be in our state

> systems of schools to acknowledge that the traditional local school district by local school district approach cannot do the job. A realistic review of school district organization in any state can lead only to this conclusion. (p. 4)

Isenberg (1966), noting that existing and traditional organizational models for administering schools in sparsely populated areas generally preclude the provision of special education services, recommended a regional service agency which would: (a) be organized to serve all types of exceptional children, (b) provide or have access to complete diagnostic team and diagnostic facilities, (c) be closely associated with all health, welfare, and other agencies and resources of the area, (d) have the ability to provide or assume the necessary follow-up services for all exceptional children, and (e) provide leadership that can coordinate all the special education efforts in the area. Isenberg and Lord (1964) advocated that programs be started involving two or more districts. They described various organizational approaches:

Contracting for services. Advantages - easy to do, generates more state funds. Disadvantages - temporary relationship, problems in attempting to arrive at appropriate pro rata share of costs.

State operation. Advantages - inherent in the existence of the agency, also easier to secure funds by justifying needs. Disadvantages - many local districts are often far removed from personnel in state capital, bureaucratic delays and red tape. It encourages mediocrity by treating all alike; financing tied to legislative action.

Cooperative. Advantages - members control services, participate in developing policies. Disadvantages - very difficult to organize, tend to be single purpose agencies, too specialized, tends not to be part of formal school organization.

Special school district. Advantages - has large enough base to provide a type of service other school districts do not provide, services provided do not show up in local budgets. Disadvantages - often divergences of views among patrons due to large constituency, limitation in scope of operation since it is established to provide certain specified services and not others.

Intermediate unit. Organized to function between local and state agencies. It is organized after the county school district but would require reorganization and reduction of its functions which would need a base much larger than a single county.

Isenberg and Lord also discussed the characteristics of a desirable organizational structure, (a) broad and comprehensive responsibility for both elementary and secondary education and their specialized aspects, (b) broad and generally oriented professional administration, (c) an area of operation large enough to permit the efficient development of most services local school systems cannot provide themselves, (d) adequate and dependable financial support with some degree of flexibility in its use, (e) the ability to adapt programs and direction as circumstances and needs change, (f) a sufficient stability to assure the continuation of service in spite of changes and realignments among participating local school systems, (g) a responsiveness to the needs and desires of local school systems as seen from the local level, and (h) the ability to secure a staff sufficiently competent to have something substantially worthwhile to offer participating districts.

Kothera (1968) also advocated the forming of multi-district cooperatives as the best way to provide a program of total educational services to exceptional children and provide specialized administrative services. He recommended that when such a cooperative is formed a contract should be written. The contract should contain four elements:

Ground rules - Who will sponsor the program? Who is eligible to participate?

Operations - Concerns director of special education, establish duties and reimbursements, as well as the administrative hierarchy.

Facilities - Plan for providing classrooms.

Finance - all fees and financial duties.

Kothera suggested problems which exist in educational cooperatives include; transportation, the director's relationship to the Board of Directors, especially when it is made up of superintendents, and the difficulty of the director trying to be a supervisor and maintain contact with all programs.

Adamson (1968) viewed the many small school districts in Kansas and the lack of cooperation between district lines which hampered the development of needed services to exceptional children. He conducted a study to develop an administrative design and organizational guidelines for special educational cooperatives in the state. Questionnaires were sent to 50 randomly selected school superintendents within the state. The superintendents were asked if they were presently involved in a cooperative, if they knew how to begin one, their interest in starting cooperative programs, and what administrative procedure they believe to be most appropriate. Responses resulted in the following conclusions:

1. The superintendents in the state were willing to establish comprehensive special education services through the use of multi-district cooperatives.

2. Administrative procedures and administrative guidelines for cooperatives should be suggested by the state department of education and disseminated and explained to superintendents and university personnel.

3. Sponsorship by one school district having financial, equipment, personnel, and final decision-making powers

would be acceptable by the school superintendents.

4. Any cooperative program between school districts should have written guidelines and regulations for its operation, and dissemination of this information should be a primary factor before beginning a cooperative program, and

5. Community interest groups should be organized to promote the cause of exceptional children and be included on an advisory council in an effort to bring total community awareness and acceptance of the cooperative program.

At a regional conference on special education in 1968, Reynolds drew several implications. Among them were: (a) we badly need leadership in building and understanding of special education programs among general school personnel, especially general administrators; (b) major efforts are needed to find new and effective means of achieving more comprehensive and coordinated services for handicapped children and their families, services which cut across traditional lines of school, health, welfare and family functions. It appears that the newly emergent regional structures within states may be able to achieve the kind of comprehensiveness needed and it is urged that federal agencies use their influence to shape regional services toward comprehensive form; (c) efforts continue to be needed in the midwest to achieve consolidation of small school districts and to form large intermediate units which can provide specialized services. It is hoped that every resource will be used to influence formation of needed administrative structures.

Weatherman and Bruininks (1969), viewing the problems of financing, staff shortages, sparsely populated areas, and large distances between towns that plagued special education in South Dakota, made several recommendations. Among these were the two following:

> That special education and pupil personnel services centers be established to serve each proposed intermediate school district. This recommendation was based on the premise that only through such an administrative organization would these services be feasible for all children of the state.
>
> That the state Department of Public Instruction revise its policies and procedures to move from a direct program and pupil eligibility approach to a decentralized plan. This implied delegating responsibility for many of the processing decisions and pupil placement decisions made in the central office to the intermediate unit special education director. (p. 4)

Beckman (1968) noted that there are forces tending to produce intrastate regionalization of certain education operations. The persistent growth and sophistication of the modern school system calls for and demands a high degree of specialization and a high degree of competency within the specialities. He further postulated that conditions which tend to promote regionalization are those which the present and past school structures were not designed to handle or accommodate.

Building on this, Squires (1973), observing the growth of cooperative programs across the nation, initiated an investigation of the extent of cooperatives in the United States, the features of these programs and some of the strengths and weaknesses of the cooperative concept in special education. Squires utilized two separate questionnaires. The first was sent to all 50 state directors of special education. The state directors were asked to identify strengths, weaknesses, needs, and problems of cooperatives as perceived by them and to identify three effective cooperative programs within their state.

The directors of these effective programs, as identified by state directors, were then sent a questionnaire. This questionnaire asked the cooperative directors to supply information to be used in describing selected features of the cooperatives. The directors were also asked to identify strengths, weaknesses, needs, and problems of cooperatives as perceived by the directors.

Squires found that special education cooperatives had grown steadily throughout the nation and were operational in 39 states. Cooperatives appeared to be similar across states in terms of governance, organization, personnel and delivery of services. However, considerable differences existed in program administration, instructional and support services, number of pupils served, and size of geographic area. Some of the perceived strengths of cooperatives included the extension of educational services to children with unique handicaps and the economic advantage of shared services. Major problems lay in the area of the absence of state legislation clarifying administrative authority, state financial support, and practical limits of size.

Squires recommended that improvements be made in cooperative programs with regard to facilitating pupil acceptance to programs, obstacles involved in pupil transportation, and development and recruitment of a flexible and specialized staff. Criteria for effective programs were determined to be qualified and authorized leadership, guaranteed state financing, widely specialized and flexible staff members, and educational services directed to satisfy local needs. Squires developed a number of conclusions from this study:

1. The cooperative approach to education is well established in the United States as a viable and acceptable means of providing educational programs and services.

2. Special education services are permanently established among cooperative programs and will continue to increase, both in number of pupils served and in scope of

programs provided.

3. The legality and authority of cooperative special education programs will not be clarified until express powers and policies are determined through legislative action.

4. The cooperative approach to special education becomes virtually mandated under certain conditions of local district pupil enrollment, geographic location and size.

5. The loss of local district decision making power is more than justified by the benefits available to pupils in cooperative arrangements.

Cole (1975) wrote that it was the belief of the Minnesota Department of Education that if services were to be provided to the handicapped in a well organized, efficient manner, leadership at the local administrative level was a critical factor. Cole also noted the unique need of rural areas for special education services. For that reason in 1967-69 top priority for Title VI funds were given to the development of the position of special education director in Minnesota schools. Prior to this there were seven special education directors in the state, all in single district programs. By 1975 there were 69 directors with 386 districts under their direction.

In an effort to assist rural districts in developing needed special education cooperatives, a Special Education Regional Consultant (SERC) was funded. The SERC worked closely with superintendents in identifying the need for administrative leadership in the form of directors of special education. Cole concluded that directors of special education appear to be key figures in terms of generating services to children in sparsely populated areas.

Anderson (1975) observed that to help survey some of the problems of the special education cooperative, administrators should utilize the total team of the community. By viewing the economic development, by observing the population density, socio-economic conditions and other factors, special education administrators can anticipate key problems of the special education cooperative in a particular region.

Lindstrom (1978) attempted to develop guidelines for the organization and financing of cooperative special education units in South Dakota. Lindstrom's guidelines suggested that: (a) the state should furnish leadership in developing a statewide plan for cooperative units. This could be accomplished by permissive legislation and provisions in the state plan for special education; (b) the planning and establishment of such units should be carried out collectively by the participating districts; (c) cooperative units should provide service only and not serve in a regulatory function for the state; (d) the single purpose of the cooperative unit should be to provide special education services; (e) the criteria for size should be a combination of a minimum and maximum student population, grades K-12, and the size of the geographical area served; (f) the members of the governing board for the units should be elected from the boards of education of participating districts; (g) a contract for the cooperative should be developed; (h) cooperative units should have a fiscal foundation guaranteed by the state and participating districts; (i) a cooperative governing board and administration should have the freedom to decide how the cooperative's funds should be spent; (j) full service funding to operate efficient and functional cooperative units should be guaranteed. Lindstrom concluded that throughout the United States multi-district cooperative units for special education are organized and financed in a variety of ways.

Wirtz (1977), observing that the cooperative is the favored administrative structure in many parts of the country, listed the advantages and disadvantages:

Advantages:

1. Provides an incentive for children to remain in regular public school.

2. District of residence retains responsibility for all children residing in its boundaries.

3. Increased support for integration of child into and out of special education classes.

4. Support personnel develop increased sensitivity to problems encountered with children who have handicapping conditions.

5. Local school boards are more aware of and concerned with special education programs because district personnel are involved in planning and local boards are involved in funding.

6. Cooperatives do not require voter approval to initiate programs; the Missouri legislature already encourages adequate programming.

7. Mutually beneficial to children in regular and special classes, increased social and academic awareness.

Disadvantages:

1. Cooperatives require increased level of cooperation which supercedes immediate problems of any one district at any point in time.

2. Districts must cooperate in establishing, operating and utilizing services over long periods of time to ensure continuation of programs.

3. Cooperative requires increased level of communication between administration and respective boards about needed or emerging special education services.

4. Local school boards are often reluctant to approve funds to be used indirectly outside their districts.

5. Lengthy time span when a number of persons involved in making decisions regarding planning and initiating programs.

6. Parents with particular concerns have difficulty identifying the persons who have fixed responsibility for programs servicing their child.

Wirtz suggested formation of a community advisory committee composed of parents and representatives from recognized advisory groups to work with the administration and governing board of a coop.

Problems and Concerns of Special Education Leadership Personnel

A contemplation and consideration of the role of leadership personnel in special education is incomplete without a discussion of some of the problems and concerns faced by these individuals. These concerns can provide insight into some of the future trends and issues in the preparation of prospective personnel as well as providing directions for future research. The areas viewed by directors and supervisors as being of special concern can provide an impetus for the improvement of services to exceptional children.

One of the ways to determine sources of concern to special education directors is to determine where their research interests are. Loe and Becker (1975) reported that a strong desire for the development of techniques to measure both program and teacher effectiveness headed the list of concerns expressed in interviews with special education administrators in 26 Southern California school districts. The elimination of category labels was listed by 10 administrators as a major concern; 8 listed the area of planning for individual differences; 26 also desired the identification of potential learning problems in kindergarten children.

Other areas of concern included financing of special education, how to deal with pupil emotionality, the transition from the special class back to the regular class, and how to provide for language development.

Wisland and Vaughan (1964) conducted a study to determine the problems of special education administrators and supervisors in 13 western states, with a view toward providing information for developing training programs. Directors were divided into three groups based on the factors of; size of program, type of program, and length of time in current position.

Items were collected from the literature and from experience. These were refined and modified in a pilot study. Inappropriate items were dropped and new ones were added. The items were then submitted to a jury of two state directors, two county and three local district directors and supervisors. This jury used an open-ended Q-sort instrument to evaluate the items. On the basis of this evaluation a final list of 60 problems was obtained. These were printed on separate cards and given to the 263 administrators and supervisors participating. These individuals rated the items, again using an open-ended Q-sort technique. Using this approach, the investigators were able to identify the 10 most significant problems of special education directors and supervisors:

1. Obtaining adequately prepared personnel.
2. Adequately providing for the multiply handicapped

child.

3. Helping parents understand their exceptional child.

4. Adequately providing for all types of exceptional children.

5. Having adequate time to carry out active research.

6. Counseling parents.

7. Developing curriculum for the different types of exceptional children.

8. Starting new programs for exceptional children not previously included in the program.

9. Developing new programs and services to expand the program for exceptional children.

10. Obtaining adequate physical facilities for the instructional phase of the special education program such as classrooms, therapy rooms, counseling rooms, examining rooms.

Kothera (1967) organized a study to develop problems for use in simulation training of special education administrators. His study included 10 school districts and a university demonstration school. Each special education director was asked to record all problems encountered in his position for four 1 week periods. At the end of each period the problems were mailed to the investigator for compilation. The study yielded 815 problems. These were classified into 20 areas and an eventual list of 100 problems for special education administration was formulated.

Kothera also noted differences among special education administration in different settings regarding the problems encountered.

Lampe (1975) directed a study aimed at the identification and validation of critical issues and problems common to the administration of special education in large school districts. By using a questionnaire survey as well as on-site visits and interviews with personnel in 36 districts having an average daily membership of 75,000 and over, 196 specific problem areas were identified. These were then incorporated in a questionnaire sent to a nationwide sample of special education administrators in the nation's largest school systems. Each administrator was asked to rate each problem relative to the way he or she perceived its importance in the particular community. A Likert-type scale was used with a "1" indicating that the problem was not present or of no concern in the rater's community. A rating of "5" indicated that the rater considered the problem to be of critical concern to his district. A total of 148 problems received mean ratings of 3.0 or less and were eliminated from further consideration.

The remaining 48 problems were then grouped into categories and the categories were ranked on the basis of their mean ratings. The 12 categories in order were:

1. Evaluating program effectiveness.
2. Inadequate resources for in-service staff develop-

ment.

3. Low priority space allocation.

4. Inadequate resources for program leadership.

5. Shortage of qualified direct-service personnel (instructional, ancillary).

6. Inadequate financial support.

7. Programming for multiple handicapped.

8. Identification, classification, and segregation of children.

9. Inadequate communication between central office, units within the school systems and the public.

10. Special education administration status in the organization structure.

11. Inadequate relationships between central special education office and the local school administrator.

12. Relationships with the state education agency.

Steer (1977) has stated,

> Our field has indeed come far since Wisland and Vaughn first described the complexities of special education program administration. Today's administrator has much in common with this nation's president. Like the problems confronting President Carter, many of the dilemmas which currently beset special education program coordinators are the creation of rampant inflation, recurring energy crises, changing popula-

tion characteristics and program proliferation. Current emphasis on educational programming for example, has paralleled declines in more easily administered categorical groupings and self-contained special settings.

A Final View

Jordan (1961) noted that in all young disciplines there comes a time when precedent and simple utilitarianism suffice as explanations. This passes, though, as people acquire enough experience and knowledge to view their work in a new perspective and feel sufficiently secure to ask if there is a better way. There usually is a better way and it is found by program refinement of existing structures and knowledge.

Even a cursory view of the literature regarding the organization and administration of special education reveals the development of the field from a neophyte stage to adolescence. What simply occurred as a matter of necessity, was first separated from other processes, and now is beginning a move back toward reintegration with special education and with regular administrative processes. Heller (1979) predicted a breaking down of the barriers between regular and special education. But, a look at current and pre-existing research demonstrates that the move is not yct complete. The direction in which special education administration is drifting is toward the same type of empirical foundation on which general administration presently rests. Yet, while movement occurs, it must be prodded if it is to continue. As Graham (1960) observed,

> We can look at our accomplishments and be proud of the progress we have made; but satisfaction with the past does not assure progress in the future. New developments, ideas, and facts may show us that our past practices have become outmoded. A growing child cannot remain static--he either grows or dies. We cannot become satisfied with a job one-third done. We have a long way to go before we can rest assured that the desires of the parents and the educational needs of the handicapped children are being fulfilled.

A number of writers have commented on the directions which are needed in the area of special education administration. Howe (1963) interjected,

> Certainly research is needed, because the administrator of special education assumes a very important role in determining the direction which programs for exceptional children will take in the future. Directors and supervisors are cast in the role of leaders and molders of public opinion, but in the past they have often been less well-trained in special education

> than the staff they have directed. (p. 364)

Howe listed some of the areas in which research was needed:

1. Studies of role perception or role discrepancy of the administrator of special education. Such a technique might yield very useful results as how both superintendents and special education staff visualize the role of the director of special education, and how this perception actually affects the role that the director plays.

2. How do the type of college teaching and prior experience affect the functions which an administrator performs when he actually assumes the working position as director of special education? Should he be a generalist of a specialist? Can he realistically be both?

3. How many teachers and what conditions require the presence of a supervisor in a department of special education?

Newman (1968) also touched on the areas of research needed,

1. Research is needed which centers on the inclusion of the position of the special education administrator both from a hierarchical standpoint and a point of attitudinal acceptance.

2. More direct observation-type research is needed concerning the tasks involved in the administration of special education programs.

3. Research is needed to explore the question of

whether experience in special education teaching is necessary in the preparation of an administrator in special education.

In viewing the areas posed by Howe and Newman it is evident that the last 10 years have seen attempts to meet these research needs. There have been a number of doctoral studies focusing on many of these issues. However, when surveyed in its gestalt it becomes obvious that the literature of special education administration and organization has not kept pace with the electrifying growth of the field itself. Each year has seen a handful of dissertations, one or two articles, and perhaps the presentation of a paper, aimed at the arena of the special education leader.

Much of the writing must be ferreted out and modified in order to fit together with the larger body of research. What has been seriously needed is an attempt at a synthesis of the literature whereby a comprehensive picture could be developed to give professionals and interested individuals a complete and critical conceptualization of the state of the art. We hope this chapter has accomplished that goal.

The administrator or supervisor in special education faces an awesome task. The nature of the discipline and the complexities of its fluctuations demand unique skills and commitments. This review of the literature may best be closed with an opinion regarding the extent and complexion of these skills. Corder (1969), speaking at an

Institute on the Administration of Special Education, presented this challenge to leaders in special education:

> The studious and scientific administrator will have vision. Vision is the ability for unusual discernment or foresight. He will have dedication which is the strongly developed sense of dominant purpose and direction. He will be a man of action. Action is the confident, determined, mobilized effort of leadership. He will be able to evaluate. Evaluation is the ability to take research, his ideas, and the ideas of others, classify and arrange them so as to shed light on a solution to the problem. But, he will perish with his vision unless there is action. Dedication is noble, but nobility will fade and fail unless there is demonstration; having sufficient data is priceless, but constant evaluation is a must if the program remains effective. In the last analysis the program is only as sound as the objectives are sound. In a world full of organizations where some tend to be thought of as good just because they once served a purpose and continue to exist, the administrator must know what he is striving for before others will be convinced. Ultimately the administrator must produce results. There must be

action and accomplishment. To cut across indecision with determination, to transform indifference into enthusiastic creation, to convert doubt of possibilities into actuality is the prerogative and obligation of each of you. (p. 6)

CHAPTER III

RESEARCH PROCEDURES

The Sampling Procedure

The purpose of this investigation was to study the actual and desired preparation of Kansas and Missouri special education directors in a variety of settings. Therefore, it is necessary to utilize an appropriately representative sample. Because the administration of special education is tied so closely to state legislation and organization for special education, it is necessary to examine the two states involved in this study separately for the purposes of sample selection. Kansas, for instance, has a highly developed system of special education cooperatives while Missouri has relatively few cooperatives, most of which are loosely organized and structured.

Stratification in Missouri

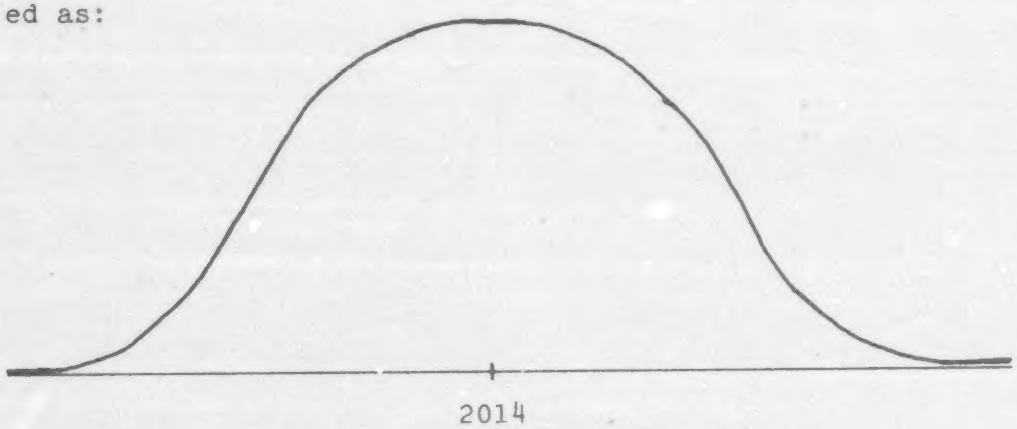
Stratification of the Missouri population for sampling purposes was based upon student population, there being four separate classifications: very small, small, medium, and large. These categories are defined more precisely later in this chapter. According to Tuckman (1977) stratification adds precision to sampling by insuring that the sample contains the same proportional distribution of respondents on selected parameters as the population. Because of the unique nature and purpose of this study, i.e. the training and functions of the special education administrator, it was necessary to employ a modified method of stratified sampling. Tuckman (1977) noted that since stratification controls selection validity based on preselected variables in a systematic way, it should be used with those variables which represent the greatest potential sources of selection bias. Utilizing The School Universe Data Book (1976) all districts in Missouri were categorized according to student population. Districts were then grouped into nine categories which can be illustrated as follows:

under 100	100-299	300-599	600-999	1,000-2,999	3,000-4,999	5,000-9,999	10,000-24,999	over 25,000
70	155	135	101	125	25	20	17	3

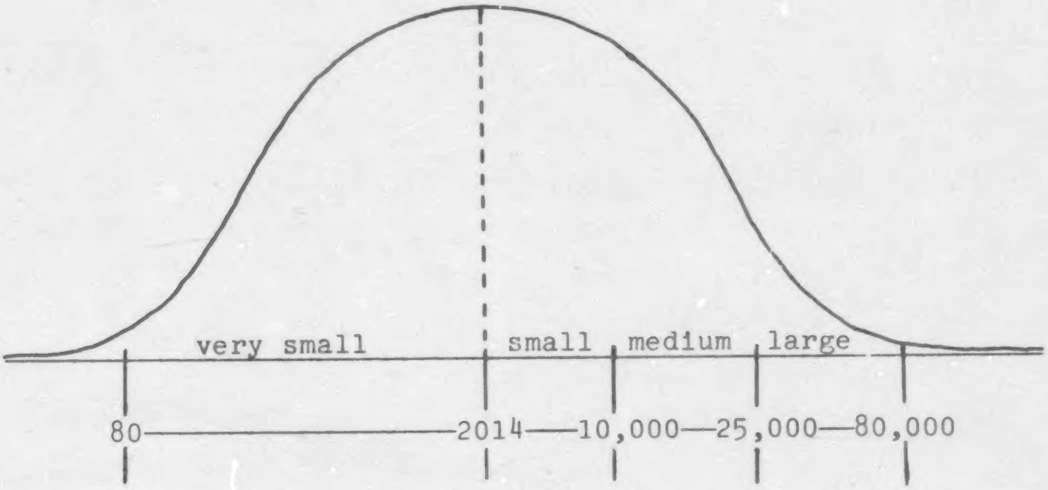
Because this is an analysis of the special education director, the researcher determined to stratify the population within the parameters of a district's ability to contribute information regarding this position. Although there are a great many very small districts in Missouri, very few of these actually employ an individual specifically for the purpose of directing the special education program. There appears, however, to be a tendency for districts to move in this direction. The future promises an increase in the number of very small districts which will either designate an individual to coordinate special education programs or joint a cooperative arrangement to provide this service. It was determined by studying state directories and statistical data that less than 2% of these very small districts currently possess this potential. Therefore, a percentage of those districts were included based on their ability to contribute meaningfully to the purposes of this investigation.

In contrast to the above it was determined that larger districts had the potential for contributing more valuable information. An examination of directories and indices demonstrated that the likelihood of a district employing an individual full time to direct special education programs increases in direct proportion to a district's size. Therefore, districts were stratified and selected on the basis of student enrollment since this factor appeared to be the most significant in terms of special education administration.

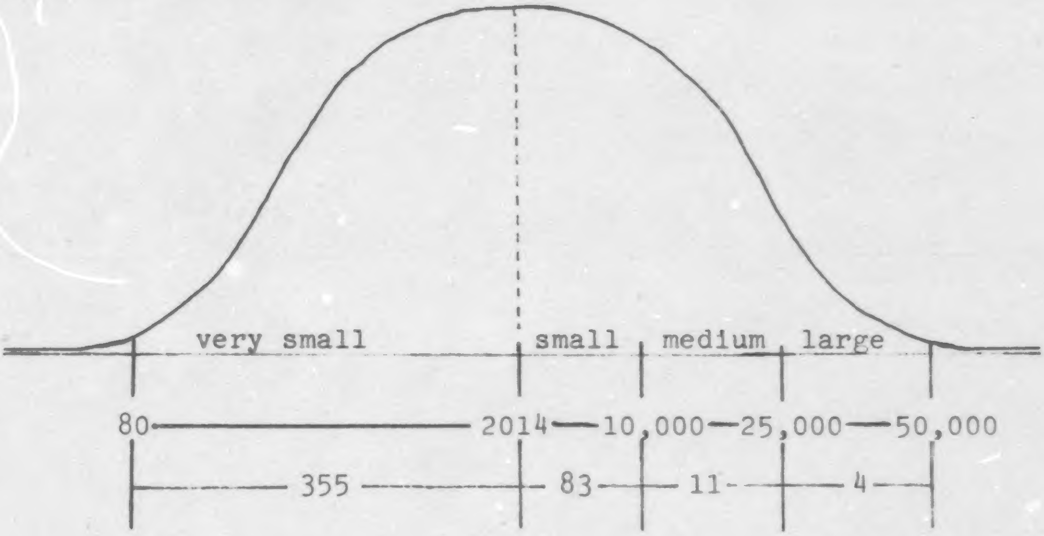
Using Patterson's American Education (1979) it was ascertained that the 453 high school districts (K-12) in Missouri have a total enrollment of 912,144. The district's range in size from 83 to 79,169. If these districts were placed along a normal curve, the mean would be 2,014 and could be illustrated as:



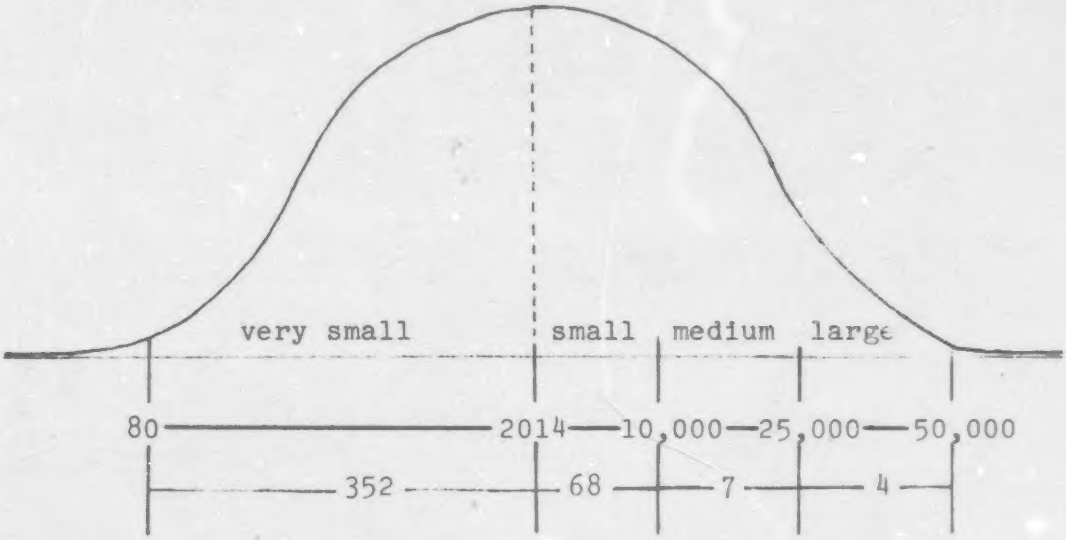
With a standard deviation of 5,166 it is evident that the districts arrange themselves irregularly along the curve, there being a large aggregation of very small districts on the lower half. An examination of the State School Directory (1978) revealed that the districts could be stratified into the following groups on the basis of district size and their potential to contribute information regarding the role and function of the special education director.



A special case was necessitated for the Special School District of St. Louis County which supplies all of the special education services for that county's schools. Because all of the districts in the county are involved, contributing a sizable school enrollment, and because the Special School District functions as a single district in practice, it was appropriate to place the Special School District in the large category. On the basis of the foregoing rationale, and again utilizing data from Patterson's American Education (1979), the public school districts were grouped as follows:



When corrections are made for 23 school districts within the Special School District of St. Louis County, the resulting array can be demonstrated as:



This classification of districts can be displayed by the following matrix:

very small	small	medium	large
352	68	7	4*

*Includes 23 districts in the special school district of St. Louis County treated as one district

Because districts were stratified on the basis of their potential for contributing information concerning the director of special education, and because this ability appeared to be directly proportional to district size, an escalating percentage of districts from each category was adapted for the sample selection. This resulted in the construction of the following matrix.

	Very Small Below 2,000	Small 2,000-10,000	Medium 10,000-25,000	Large Over 25,000
Total Districts	450	69	17	4*
Percentage Used	1%	33%	40%	100%
Districts Selected	5	23	7	4

*Includes Special School District of St. Louis County

This stratification resulted in 39 districts selected to participate in the study. From each district eight individuals were also chosen to respond to data requests: the special education director/administrator, the superintendent, two building principals, two special education teachers, and two regular education teachers. This resulted in a total sample of 312 individuals in Missouri.

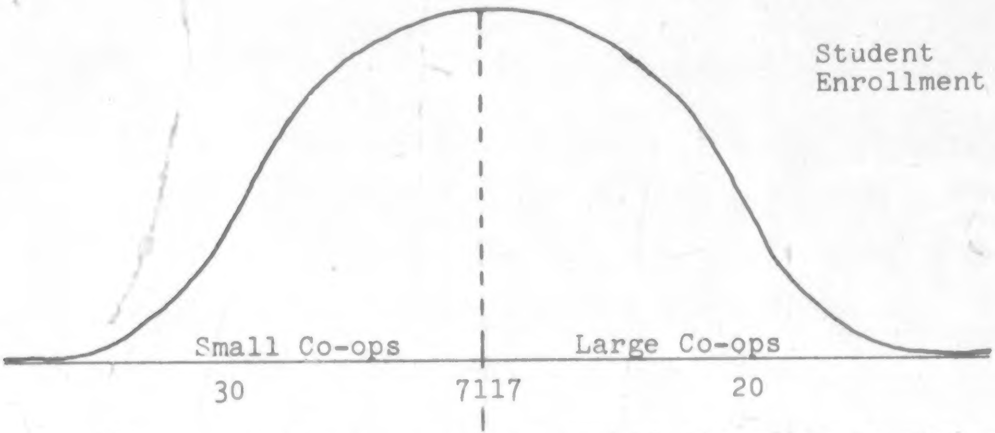
Stratification in Kansas

The method of sample selection for Kansas was altered from that used in Missouri due to reasons previously discussed. One consideration that was not a factor was how many small single school districts to involve. In Kansas almost every district, particularly the small ones, belong to some type of cooperative arrangement. This simplifies several aspects of the procedure. It makes it easier to identify the special education administrator, and it makes it easier to obtain a wider involvement of district types while utilizing a relatively small sample size.

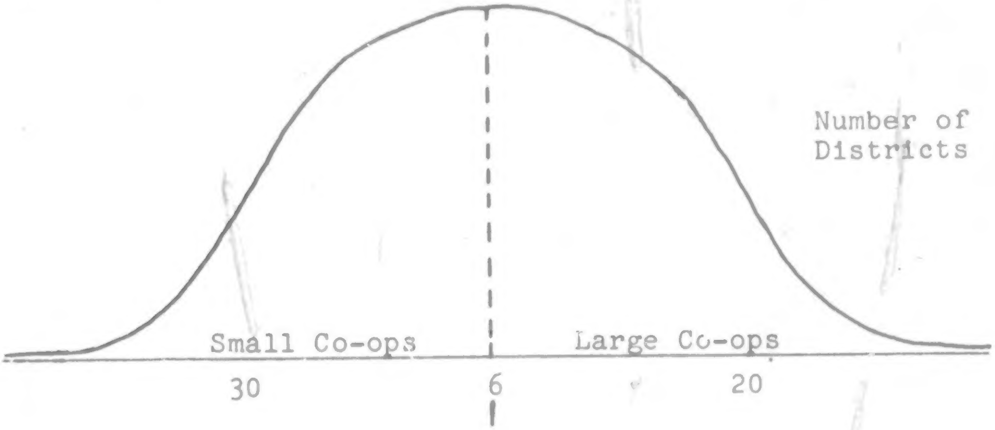
There is, however, a difference among cooperatives in terms of structure, size, and demographic characteristics. The main factors involved in considering cooperatives are: size of student population and number of districts participating. In order to accurately classify each cooperative and reflect the influences of such elements as rural, urban, and suburban settings, it is necessary to utilize a consideration of both factors.

The first step in stratifying districts in Kansas was to create two classifications: cooperatives and large single districts. Cooperatives were then further divided into large cooperatives and small cooperatives based on both number of districts and student population.

A list of all cooperatives in the state and the districts participating in them was obtained from the Kansas State Department of Education. Utilizing this list and Patterson's American Education (1979), all cooperatives were ranked according to student population. The mean population was computed and the cooperatives arranged as follows:


Student Enrollment
Small Co-ops
Large Co-ops
30
7117
20

All cooperatives were then ranked according to number of participating districts. The mean number of districts was computed and the cooperatives arranged as follows:


Number of Districts
Small Co-ops
Large Co-ops
30
6
20

A matrix was then constructed to indicate the classification of cooperatives into large and small.

	Small Population	Large Population
Small Number of Districts	I 24	III 6
Large Number of Districts	II 6	IV 14

The following proportions were then determined to be appropriate for each classification:

	Small Population	Large Population
Small Number of Districts	I 24% 7 districts	III 66% 4 districts
Large Number of Districts	II 66% 4 districts	IV 71% 10 districts

Since there were only 2 districts classified as large single district programs, it was determined to use 100% of these districts. In addition 7 small single districts were included separately. These were all the districts who were identified as not belonging to a cooperative, sharing only a limited number of services in a cooperative, or who have a great deal of local autonomy within their cooperative. Based on the foregoing discussion the matrix on the following page was constructed which illustrates the sampling procedure utilized in Kansas.

Type I Co-op	Type II Co-op	Type III Co-op	Type IV Co-op	Sm. Single District Program	Lg. Single District Program
7 29%	4 66%	4 66%	10 71%	7 100%	2 100%

These 34 programs in Kansas represented 210 districts when cooperatives were broken down. With 8 individuals involved from each program, there were a total of 272 participants from Kansas.

The Sample

After districts were randomly selected and subjects selected within each category, there was produced a total of 73 special education programs, 39 in Missouri and 34 in Kansas.

Data Collection

After each district and/or cooperative in each state agreed to participate, questionnaires were sent to each participant. The questionnaires (see Appendix A), while similar, were color coded for; school administrator, regular education teacher, special education teacher, and special education director. The special education director was sent two separate forms; one dealing with actual and desired preparation, and one dealing with actual and desired job functions (see Appendix A). A self-addressed stamped envelope was included with each questionnaire, and each questionnaire was coded for confidentiality.

Three weeks after the initial mail-out, a follow-up letter and additional questionnaire were sent to each participant who had not yet responded. Two weeks later each participant who had not returned a questionnaire was contacted by phone. Those who had responded to questionnaires incompletely and inaccurately were also contacted. Finally, all participants who still had not returned questionnaires after three more weeks were visited personally and the completed questionnaire obtained. This procedure resulted in a high return rate for instrumentation. The percentages of returns and their breakdown by category of personnel may be illustrated by the following table:

Missouri Instruments Distributed and Returned

	Sp. Ed. Dir.	Sp. Ed. Tchr.	Reg. Ed. Tchr.	Supt.	Prin.	Tot.
Number Distributed	39	78	78	39	78	312
Number Returned	39	78	75	38	74	304
Percentage Returned	100%	100%	96%	97%	95%	97%

Kansas Instruments Distributed and Returned

	Sp. Ed. Dir.	Sp. Ed. Tchr.	Reg. Ed. Tchr.	Supt.	Prin.	Tot.
Number Distributed	34	68	68	34	78	272
Number Returned	34	65	60	33	67	258
Percentage Returned	100%	95.6%	88%	97%	97%	95%

Scaling

The measurement of attitudes and perceptions is not a simple task. As Likert (1932) has noted, it is as old as attempts to measure intellectual capacity, yet it has certainly not achieved a similar success. One of the earliest efforts in this area was that of Thurston (1925). His efforts were characterized by a special endeavor to equalize the step-intervals from one attitude to the next in the attitudinal scale. Likert also noted that users of attitudinal scales have almost all proceeded upon the assumption that social attitudes are grouped in patterns or clusters. "A series of verbal propositions dealing with the same general social issue are assumed to be more or less equivalent, or at least to be closely related so as to permit prediction from a knowledge of a subject's attitudes on other aspects of the same issue" (p. 9). Therefore, based on this logic, attitudes may be conceived as "clustered" or "linked" together. The history of scaling is based on attempts to indicate certain discernible groups of social responses. If this assumption is carried far enough it leads to the conclusion that the attitude is a pattern that is stable and compact enough to be treated as a unit.

Guttman (1941) offered a model which did away with the idea of an underlying concept of a continuum to which the response to an item is related. Rather, he considered an item scalable if the responses to a set of items arranged themselves in certain specified ways. Stouffer (1950) noted that the basic hypothesis of scale analysis is that persons who answer a given question favorably all have higher ranks on the scale than persons who answer the same question unfavorably. The items endorsed by a respondent may be determined from the individual's rank or scale score. Ideally, then the scores from a scale have the property of reproducing responses to the individual items from the scale scores. This underscores the basic assumption of scale analysis, that there is a pattern of responses for an individual based on the scale scores. Murphy, Murphy, and Newcomb (1937) wrote that no scale can really be called a scale unless one can tell from a given attitude that an individual will maintain every attitude falling to the right or to the left of that point.

Guttman (1950) offered two equivalent definitions of a scale. First, within each item, if one response category is higher than another, then all people in the higher category must have higher scale ranks than those in the lower category. Second, each person's responses should be reproducible from his/her rank alone. This may be stated more technically by saying that each item shall be a simple function of the person's rank.

Maranell (1977) listed several reasons for the importance of scaling to the behavioral sciences:

1. Nomothetic measurement is necessary to do scientific research and is needed to develop a science.

2. Scales provide standardization. For a science to grow other researchers must be able to replicate one another's research. To do this they must be able to perform the same measurements. This means that the procedures of measurement must be clear, public and repeatable. The best way to do this is through the development, use, and publication of the scale or instrument.

3. Scaling provides for increased precision. Instead of simply classifying groups in terms of being formalized or not, a scale that identifies the characteristics and indicators of the variable "formalization" allows the scientist to make more extensive and subtle discriminations between groups on this variable and permits a more precise description of the ways the groups vary in formalization.

4. Scaling allows for, and increases, conciseness. Quantitative measurement and scaling permit the condensation and conciseness of mathematics to be employed by

the scientist. This conciseness occurs in the description of the quantitative measurement, the reporting of the results of the measurement, as well as in the description of the theoretical and empirical relationships discovered or predicted. This advantage of scaling and measurement involves more explicitly an increased economy. The economy is involved in the time, effort, and words gained or saved when one expresses theories, variables, relationships, and findings in general, as well as in the processes involved in quantitative and mathematical analysis.

Purposes of Scaling

Scaling techniques were used in this study for a number of reasons.

1. For convenience and economy of administration. Because of the nature of this study, it was very desirable to obtain a high return of questionnaires. Of particular concern was to receive questionnaires from all individuals within a specific district. Because of the numbers and nature of the individuals involved and the method of collection used, it was necessary to create instruments that were simple and convenient to complete as well as minimally time consuming. This helped assure the high rate of return enjoyed by this study.

2. For adequacy of information. It was felt that this type of format in spite of its limitations, would provide the information sought by the study and would allow answers

to be formulated to the research questions. For instance, the type of activities engaged in by the special education administrator would provide information helpful in suggesting certification guidelines, as well as suggesting hiring practices for local school districts. The type of preparation would give an indication of the type of training programs colleges and universities need to develop. The attitudes of other personnel would provide suggestions for in-service training programs within individual districts. One of the more interesting outcomes intended was to provide evidence for the results of previous studies and to generate data for future research.

3. For flexibility. As Stevens (1959) pointed out, "Having measured a set of items by making numerical assignments in accordance with a set of rules, we are free to change the assignments by whatever group of transformations will preserve the empirical information contained in the scale" (p. 30). This flexibility allowed a more diversified approach to the array and illustration of data.

While realizing the limitations of scaling, it was determined that this method would yield useful information that would relate to previous studies and would provide empirical evidence to draw together and integrate data from other investigations. Another intention was to generate questions for future research.

Scale Analysis

Scaling is not without its problems and limitations, however. Maranell (1977) has noted that some of the shortcomings are that some scales demand a great deal of effort on the part of subjects, some scales attend to sums of responses that disregard individual differences. This inattention can result in a tendency to ignore the fact that identical scores can be obtained in very different ways.

As Guttman (1950) pointed out the biggest problem that has plagued researchers is that of consistency. Guttman expressed a number of questions often associated with any type of research involving opinions and attitudes:

1. How can one tell if there is enough consistency in the responses of a population to a series of questions to indicate that only a single factor is being measured?

2. Are all respondents interpreting the questions to mean the same things?

3. Are differences in responses due only to differences in degree of feeling and not to differences in kind?

4. Is it meaningful to score the people from high to low with respect to a given set of items?

Guttman noted that this problem of consistency underlies a great deal of research in the social and psychological sciences dealing with large classes of qualitative observations. Guttman offered an approach to scale analysis which negates much of the concern regarding consistency.

This approach, while based on mathematics, does not require a knowledge of mathematics to analyze the data:

> Simple routines have been established which require no knowledge of statistics, which take less time than the different manipulations now used by various investigators (such as critical ratios, biserial correlations, factor analyses, etc.) and which give a complete picture of the data not afforded by any of these other techniques. The word "picture" may be interpreted here literally, for the results of the analysis are presented and easily assimilated in the form of a "scalogram," which gives the configuration of the qualitative data. (p. 152)

It was this approach which was chiefly utilized in this study.

Instrumentation

The instruments used in this study for purposes of data collection consisted of questionnaires and were of two types. One, the Professional Preparation questionnaire, dealt with the preparation and training of special education directors. The other, the Job Analysis and Perceptions questionnaire, dealt with the tasks and activities of directors. Each of these instruments contained items developed from a review of the literature and in consultation with leaders in the field. Copies of the instruments appear in Appendix A.

The Professional Preparation questionnaire contained 24 items dealing with areas of knowledge or competence useful to a special education director. Items included in the questionnaire focused on those areas deemed important by professionals and previous research. These items were of three main types, those dealing with special education, those dealing with general administrative processes, and those dealing with the unique nature of special education administration. Those 24 items were each arranged on a scale from 1, very important, to 5, unimportant.

This questionnaire was sent to the special education director, the superintendent, two principals, two regular education teachers, and two special education teachers in each sample school district. Each was asked to indicate how important he/she thought each scaled item was to a special education director in the particular educational setting, thereby indicating perceptions of the desired preparation of special education directors. On the questionnaire sent to individuals other than the special education director, provision was made for ascertaining how many hours of coursework in special education that individual had completed.

This questionnaire dealing with desired training constituted only the first section of the Professional Preparation questionnaire sent to the special education director.

Following this section all 24 items were repeated. This time, however, the director was asked to indicate how much actual training he/she had in these areas. The items were again arranged on a scale with 1 meaning considerable and 5 meaning very little. This provided measures of the relationship between the desired and actual preparation of special education directors. In addition, at the end of this questionnaire, the director was asked to supply some descriptive data concerning his/her background, training, and orientation.

The second instrument, the Job Analysis and Perceptions questionnaire, was also developed from the literature and in consultation with professionals. The intent was to include those activities on which the majority of directors spend most of their time and energy. On the first part of this questionnaire directors were asked to indicate how often they would like to perform each activity by marking a number on the scale from 1 to 5 (often to seldom). On the second part directors were asked to indicate, by use of the same scaling categories, how often they actually perform those same activities.

Some directors pointed out that some activities which they seldom perform are more important than some that they perform often. This questionnaire, though, was not designed to indicate measures of importance. Its purpose was to ascertain the relationship between desired activities, and actual activities. Neither section, standing alone, is as useful as the two sections when studied together. Most germane to this study were the differences in response to the same items on the two sections of the questionnaire. Articulated with this was an analysis of these activities as they related to the size of the district and the background of the director.

Likert (1932) noted that, since it is possible to group stimuli in almost any conceivable manner and to classify and subclassify them indefinitely, the number of attitudes which any given person possesses is almost infinite. To this end, the list of items on these two questionnaires was not intended to be exhaustive. Items were chosen which appeared to be most representative and which promised a high rate of response. However, provisions were provided for the almost infinite array possible by placing open-ended items at the end of each questionnaire. This allowed personnel to express personal perceptions on items not contained in the instruments.

Data Analysis

Because of the nature of instrument items it was determined that they were not factorally additive. Therefore, each item had to be singled out and examined as a separate component. This was time-consuming and resulted in a large number of tables. However, this was the only viable method of dealing with the data from this study. Each question posed in Chapter I was addressed and the data needed to answer that question were collected from the appropriate questionnaire. Tables were then formulated displaying the data.

Because this study was primarily exploratory in nature, it was determined that descriptive statistics would be the most useful and applicable. Therefore, means and percentages were the methods employed to describe most of the data. This provided indications of the perceptions of personnel and the relationships among the various components of the study. This culminated in an analysis consistent with the nature and scope of the investigation.

A variety of formats were chosen to display the data. The method chosen depended on the information desired in conjunction with the purposes of the study. In some instances both percentages and means were necessary in order to obtain a complete picture and thereby more effectively address the question under consideration. A table format was then adopted to do this as concisely and cohesively as possible.

Data were also collected to describe the sample. These data were converted to percentages for descriptive purposes. These same data were then utilized in regard to the questions in Chapter I and related to individual item responses. In addition, chi square analysis was applied to the responses of school personnel to determine if differences in perceptions among the various categories of school personnel were statistically significant.

Finally, the t-test of significance was applied to each item of both instruments in order to test the significance of the difference between the mean responses of all directors on the actual and desired sections.

Nie, Hull, Jenkins, Steinbrenner, and Bent (1975) stated that to compute t for paired samples, the paired difference variable $D = X_1 - X_2$ is found, where X_1 is the first observation and X_2 is the second observation. D is normally distributed with mean δ. The sample mean and variance ($\bar{d}$ & $S_{\bar{d}}^2$) are computed, and then

$$t = \frac{\bar{d} - \delta}{S_{\bar{d}}}$$

df = n - 1 where n is the number of pairs, and

$$S_{\bar{d}} = \sqrt{\left(S_1^2 + S_2^2 - \frac{d\ X_1X_2}{n - 1}\right) / n}$$

$(X_{1i}X_{2i})/(n - 1)$ is the covariance between X_1 and X_2.

In this investigation, the mean of directors' responses to each item of the desired section of the Professional Preparation and the Job Activities instruments was paired with the mean of all responses to the corresponding item of the actual section of both instruments. A t-test was then applied to the two means of each item, 24 on the Professional Preparation questionnaire and 19 on the Job Activities questionnaire. While the t-test is useful for determining the significance of the difference existing between two means, it must be viewed with caution in this study. By computing a large number of multiple t-tests a certain number are sure to demonstrate significance. In addition, the nature of the instruments and the measurement procedures used; i.e. scaling, preclude any heavy reliance on the validity of statistical inferences. However, it was ascertained to be a useful method of more accurately measuring the discrepancy between directors' perceptions of their desired and actual preparation and job activities.

CHAPTER IV

ANALYSIS OF MISSOURI DATA

Population and Sample Description

This study focused on special education directors in Missouri. Information was collected which dealt with descriptive data and were compared to responses to selected instrument items. There were 39 directors from Missouri involved in the study. Among these 39, there was a substantial variation in terms of background, experience and orientation. The distribution in the years directors have been in their present position can be displayed by Table 1. This breakdown of years directors have been in their present positions is made more meaningful by viewing the breakdown of the previous positions held by the directors as illustrated by Table 1. The fact that most directors have been in their position four years or less and the fact that only three of them came from another director's position suggests that the director of special education is a newly-emerging role in the school districts of Missouri. It is a position that is gradually evolving as a distinct function of the schools.

More directors are presently being pulled from school administration positions than any other position. Of the 15 coming from such positions, 7 were principals, 4 elementary and 3 secondary. Two had been superintendents and the remaining 5 had held various central office positions

TABLE 1: DESCRIPTIVE CHARACTERISTICS OF POPULATION SAMPLE OF SPECIAL EDUCATION DIRECTORS IN MISSOURI

Category	Number	Percentage
All Directors	39	100.0%
Hours in Special Education		
0-10	10	25.6%
11-30	11	28.2%
31-50	14	35.9%
Over 50	4	10.3%
Hours in General Administration		
0-10	10	25.6%
11-30	16	41.0%
31-50	9	23.1%
Over 50	4	10.3%
Hours in Spec. Educ. Administration		
1-10	34	87.2%
11-20	5	12.8%
Years in Position		
0-4	23	59.0%
5-12	12	30.8%
13-20	4	10.2%
Primary Training		
Guidance and Counseling	6	15.4%
Special Education Teacher	15	38.5%
School Administrator	15	38.5%
School Psychologist	3	7.7%
Previous Position		
Special Education Teacher	8	20.5%
School Administration	15	38.5%
School Psychologist	2	5.0%
Special Education Director	3	7.7%
Guidance and Counseling	8	20.5%
Other	3	7.7%

such as curriculum coordinator or instructional supervisor. One had been the director of an alternative school. The other category included a high school teacher and two former state department of education consultants.

These findings are reinforced by viewing the distribution of the primary training of special education directors. This breakdown does not represent the only training of directors. However, it does reflect the primary area in which directors were trained.

A conclusion to be drawn from Table 1 is that directors of special education in Missouri are essentially polarized in terms of background, experience and training. The two main categories of personnel from which directors are drawn are school administrators and special education teachers. Those in-between consist mainly of school counselors and/or psychologists.

This distribution can also be seen in the number of hours of coursework which directors reported to have taken in the areas of special education, general administration and special education administration. The fact that few special education directors came from similar positions and that no directors have had training as administrators of special education can be demonstrated by examining these categories in Table 1. The reason most directors have not had training in special education administration or held similar positions may simply be the lack of such opportunities and situations in Missouri. The role is a newly emerging one in the state and there is not a large pool of special education directors from which to draw. In like manner, because of the infancy of the field, training institutions have made little progress toward providing training programs and experiences specifically in special education administration.

The finding that most directors came primarily from the fields of special education and general school administration can also be seen in the amounts of training directors report to have had in these two areas as displayed in Table 1. The training of directors appears to be almost evenly divided between special education and general administration, both in terms of formal coursework and experiential preparation.

Perceptions of Missouri Personnel

There were eight individuals representing five different school district positions who participated from each district involved in the study. Those role positions were the special education director, the superintendent, two building principals, two regular education teachers, and two special education teachers. In addition to responses on the instrument items, other data were gathered from the participants. These data consisted mainly of the number of academic semester credit hours the individual had completed in special education. An attempt was then made to classify the responses of participants within the category of type of personnel and then on the basis of semester credit hours in special education.

Table 3 at the end of this chapter represents the data array compiled from this phase of the investigation. For each category of personnel, frequencies and means are shown along with the number of personnel participating in that category. Then each category is broken down according to the semester credit hours in special education, with the number of personnel belonging to that particular delineation being noted in parentheses.

While there are some differences among personnel, computation of Chi square analyses determined that not all of these differences were statistically significant. Those that are significant will be brought into focus and emphasized. However, an examination of frequency distributions and mean responses, while not always statistically significant, do prove to be meaningful to the investigation of the function of the special education director and bear directly upon the preparation of these individuals. Thus, they are worthy of note and discussion.

The items receiving the lowest mean scores from Missouri school district personnel in regard to training special education directors, were those dealing primarily with instruction. This reflects a perception by school personnel that instructional leadership is a very important area of expertise for special education directors. Predictably, both regular and special teachers scored these items slightly lower, and therefore perceived them as more important, than did the administrators.

Another area on which a great deal of emphasis is placed is the area dealing specifically with special education, such as characteristics of exceptional children, and testing and diagnosis. Legal issues of special education was viewed as an important training area, particularly by special education directors, special education teachers, and superintendents. This may reflect these individuals' increasing contact with the recent legal developments in special education and the complexity of those developments.

Two items offering an interesting comparison are Item 22, guidance and counseling, and Item 18, parent counseling. The comparison reveals an importance placed on the special education administrator's ability to counsel. This counseling, however, is not the expertise that is narrowly associated with counseling students, but rather is the type involved in working with parents. This can be noted by higher means (indicating lower priority) by all personnel on guidance and counseling than on parent counseling. This, in all probability, is an outgrowth of the parental involvement provisions of Public Law 94-142.

One example of a difference among groups can be seen on Item 21, clinical observation and internship in special education. Special education teachers assigned substantially more importance to this item than did other categories of personnel. This is consistent with special education teachers' expressed desire for an individual to direct the special education program who can supply support for them in instructional programming. In other words, they do not want someone to handle purely administrative matters, but rather prefer someone who can become involved in actual classroom activities and who would, therefore, be more sympathetic to their needs and problems.

Identification and placement of exceptional children is also an area viewed as very important for administrators of special education. Again, this is most likely a result of concern generated by state and federal law and court decisions.

On the other hand, there are a number of items considered to be less important. One clear conclusion would appear to be the lack of importance attached to items dealing with broad philosophical or theoretical aspects of education. Item 10, social environment, Item 11, organization and management of schools, Item 12, administrative theory and principles, and Item 15, historical perspectives of special education, while not being considered completely unimportant, did differ a great deal in a diminishing importance direction from the importance ascribed to other items. This may be a reflection of the participants' disillusionment with these areas in their own training, or an acknowledgement of their lack of usefulness in the real world role responsibilities of the special education administrator.

One item accepted as relatively unimportant for the special education director in Missouri is Item 6, collective negotiations. This is a spin-off of the state's own legal structure and practice concerning this item. Missouri has no collective bargaining law for public employees. However, it is interesting that teachers, both special and regular, consider this to be more important than any of the administrators.

While mean scores are useful, it is also appropriate to observe the break-down of percentages of personnel on various items. Often there are differences which are not reflected in the means. A good example of this is Item 8, school plant. The building principal, who would be expected to be more concerned and more involved with facilities, marked 1 (high value) more often on this item. Conversely, on Item 2, fiscal procedures - special education, the building principals chose 1 with much less frequency than did other personnel. Superintendents, however, chose 2 for this item much more frequently than other personnel. This is most likely an outgrowth of the complicated funding patterns of P.L. 94-142 and the desire by superintendents for someone knowledgeable in this area to assist them.

An item also tied closely to this is Item 16, legal issues in special education. As noted earlier, the means for special education directors, special education teachers, and superintendents are lower than those of principals and regular teachers. It was posited that this was perhaps a result of the differing awareness and involvement of these categories with the legal stipulations in special education. This is demonstrated even more vividly by looking at the response category percentages of various personnel on this item. A much higher proportion of special education administrators, superintendents, and special education teachers marked this item as very important for the special education director in Missouri than did the principals and regular teachers.

Historical perspectives of special education, Item 15, displays an interesting distribution. Special education teachers, who would be expected to have had the most background in this area, chose 3 (mid-range value) as their response much more frequently than other personnel. At the same time directors were polarized on this item with an equal number choosing 1 (high value) and 5 (low value) for their response.

Two items on which the special education directors and the superintendents agree more closely than other personnel are Item 19, cognitive development, and Item 20, behavior management. On these items the directors and superintendents uniformily assigned a lower importance value. The reasons are likely dissimilar for the two items. For cognitive development it may be a matter of these two groups believing that this is an area confined to the instructional arena rather than to administration. In the matter of behavior management, it is possible that directors and superintendents feel that this is a function that is filled best by other personnel in the school.

Special education directors perceived curriculum development and supervision, Item 3, as being not quite as important as others perceived it as being. This may reflect directors' desire to leave this function to teachers and to concentrate more on administration.

Superintendents selected Item 4, staff personnel selection and development, as being less important training areas for the director of special education. Superintendents possibly see this as one of their functions and do not feel that their special education directors need to be as adept in this area. This same kind of response by superintendents is evidenced on Item 22, guidance and counseling. In this instance, though, rather than the superintendent feeling that this is his area, he most likely perceives this as a function primarily of the school guidance counselor.

Responses of personnel yielded interesting information when analyzed in terms of the amount of special education training of the personnel. Principals, in particular, displayed a distribution pattern worthy of note. Some principals perceived items as being more important in direct relationship to increases in the number of semester credit hours the principal had completed in special education. However, on most of these items there was a slight bulge in the middle range of hours with the means rising slightly before falling back again. This may be illustrated on: Item 3, curriculum development and supervision; Item 10, social environment; Item 13, testing and diagnosis; Item 15, historical perspectives of special education; Item 16, legal issues of special education; Item 17, instructional techniques and remediation; Item 18, parent counseling; and Item 19, cognitive development. There does not appear to lowest importance to this area for a special education director. It was perceived as most important by those special education teachers who had 15 to 20 hours in special education. On the same item, regular education teachers who perceived it as most important were those with 5 to 10 hours in special education. Those perceiving it as least important were those with over 20 hours in special education.

On Item 20, guidance and counseling, all personnel with under 5 hours in special education attached more importance than those with 5 to 10 hours. However, in the case of regular education teachers, there was a lessening of perceived importance on the part of regular education teachers with more than 10 hours in special education. This did not occur with other personnel.

A similar distribution can be seen on Item 10, social environment. All personnel with less than 5 hours of special education were consistent in assigning less importance to this item than did those with 5 to 10 hours. Regular education teachers, principals, and superintendents with the most hours in special education attached the most importance to this item.

An insightful comparison may be noted on Item 9, student personnel services. On this item special education directors with the least hours in special education assigned the least importance to this item, while regular education teachers with the most hours assigned the least importance to this area. A closer examination displays that in terms of numbers of personnel, the regular education and special education teachers are consistent in their response to this item.

Chi Square Analysis

The Chi square test of significance was calculated across categories of personnel for all items. The results of this analysis may be found in Table 2. While most of the differences among categories were not significant, a number were significant at various levels. Item 4, staff personnel selection and development was significant across all categories at the .02 level with 12 degrees of freedom. Item 15, historical perspectives of special education, was also significant across all categories at the .02 level, but with 20 degrees of freedom. Item 19, cognitive development, was found to be significant at the .05 level with 16 degrees of freedom. Item 6, collective negotiations, was significantly different across all categories at the .0001 level with 20 degrees of freedom. The difference among personnel on Item 20, behavior management, was significant at the .033 level with 20 degrees of freedom. Item 21, clinical observations and internship in special education, and Item 22, guidance and counseling, were also found to be significantly different among all personnel with 20 degrees of freedom; Item 21 at the .001 level and Item 22 at the .007 level.

TABLE 2: CHI SQUARE ANALYSIS OF DIFFERENCES AMONG CATEGORIES OF SCHOOL PERSONNEL CONCERNING PERCEPTIONS FOR PREPARATION OF SPECIAL EDUCATION DIRECTORS

Instrument Item	Degrees of Freedom	Chi Square Value	Significance Level
1 - Fiscal procedures-general administration	16	8.824	0.9205
2 - Fiscal procedures-special education	16	15.753	0.4703
3 - Curriculum development and supervision	16	24.961	0.0705
4 - Staff personnel selection and development	12	24.467	0.0176*
5 - School law	16	18.826	0.2778
6 - Collective negotiations	20	51.672	0.0001*
7 - School-community relations	16	10.062	0.8633
8 - School plant	20	28.038	0.1085
9 - Student personnel services	16	14.654	0.5501
10 - Social environment	20	25.252	0.1919
11 - Organization and management of schools	16	17.002	0.3855
12 - Administrative theory and principles	20	23.095	0.2842
13 - Testing and diagnosis	20	30.794	0.0580

TABLE 2 (con't)

Instrument Item	Degrees of Freedom	Chi Square Value	Significance Level
14 - Identification and placement of exceptional children	16	22.068	0.1410
15 - Historical perspectives of special education	20	35.175	0.0192*
16 - Legal issues of special education	20	25.455	0.1846
17 - Instructional techniques and remediation	16	12.511	0.7081
18 - Parent counseling	20	26.803	0.1409
19 - Cognitive development	16	26.171	0.0517*
20 - Behavior management	20	33.047	0.0333*
21 - Clinical observation and internship in special education	20	45.031	0.0011*
22 - Guidance and counseling	20	38.745	0.0072*
23 - Characteristics of exceptional children	16	24.007	0.0894
24 - Instructional program for exceptional children	16	19.775	0.2305

*Significant at .05 level or beyond.

While all categories of personnel were substantially in agreement on most items, there was some statistically significant difference in areas which are not regarded as clear cut responsiblities of the special education director. For instance, it has been noted that two areas in which there is some disagreement among personnel regarding importance for special education directors are staff selection and behavior management. Superintendents and principals seem to perceive these as being responsibilities of other role positions besides the special education director. This appears to be supported by the Chi square analysis. This rationale may also be applied to Item 21, clinical observations and internship in special education. There is also a statistically significant difference in regard to the value of training in cognitive development and historical perspectives of special education. The Chi square analysis also substantiates the previous comments concerning the differences between teachers' and administrators' perceptions of importance of collective negotiations.

Preparation of Special Education Directors - Missouri

Special education directors completed two questionnaires. The first dealt with his/her actual preparation and desired preparation in 24 content areas. Means were calculated for each item and the difference between actual and desired preparation computed. These data were then broken down into categories on the basis of factors concerning district size and background of directors. Table 4 at the end of this chapter displays the results of this analysis.

A number of response patterns may be noted from Table 4. For Items 1 and 2 which deal with fiscal procedures relating to both general and special education, a curious array is presented. The backgrounds, both in terms of training and previous position, of those who scored these items least important were as school psychologists. Those scoring fiscal procedures higher were primarily those with a school administration background. Directors in larger districts scored fiscal procedures relating to special education lower, and therefore more important, than did directors in small districts. But, these same directors scored fiscal procedures relating to general administration less important than did the other directors.

In regard to hours of coursework, those who had the most hours in special education and general administration scored these items more important than those directors with fewer hours. This, however, did not hold true with special education administration. Those with the most coursework in that field assigned the least importance to this area.

In terms of actual preparation for fiscal procedures, both items were fairly consistent in response patterns. Those directors claiming the most expertise in this area were, predictably enough, those with a background in general school administration. Directors purporting to have the least training in this area were directors with a special education background. On fiscal procedures relating to general school administration, the greatest discrepancy between desired and actual preparation was displayed by former guidance counselors and directors with more than 50 hours in special education. School psychologists and special education teachers displayed the most dissonance on fiscal procedures relating to special education.

Item 14, Item 17, Item 23, and Item 24, all deal with direct services to children, either placement, identification, or programming. All directors were fairly consistent in assigning a great deal of importance to these areas. However, directors in small districts, those with enrollment of less than 2,000, scored these items lower, and thus more important, than directors in larger districts in terms of desired preparation. These same directors indicated, though, that they did not have as much actual preparation in these areas as they desired. Their difference scores, then, were rather high on these four items. On these same items an intriguing pattern developed. Those directors with more hours in special education tended to attach more importance to items dealing with direct services to children, while directors with more hours in general school administration tended to attach less importance to these items.

This pattern can also be seen in the difference scores for these items. Directors with the least hours in special education displayed the most discrepancy between desired and actual preparation for Items 14, 17, 23 and 24. Directors with the most hours in general administration displayed the most discrepancy for the same items. On all but Item 17, it was those individuals previously serving as special education directors who assigned the highest importance to programming and placement. These directors were also the ones who claimed the most expertise in this area. This pattern would appear to be consistent with the results expected from individuals with similar orientations.

Item 5 and Item 16 both deal with law. Item 5 is concerned with school law in general, and Item 16 is concerned specifically with special education law. Director's responses to these items revealed a distribution deserving discussion. For both items, districts with over 25,000 students in enrollment assigned more importance to this item than directors in smaller districts. Directors in large districts also noted that they had the least training in these areas. Rather than being an actual indication that directors in large districts have less training in law than directors in small districts, this is probably a reflection of the increased exposure directors in large districts have to due process and court cases. This speculation may be substantiated by surveying the discrepancy scores on these two items among directors in large districts which show a much greater discrepancy than directors in other districts between desired and actual preparation in law.

On these same two items directors again displayed an inverted pattern with respect to semester credit hours in special education and hours in general administration. Directors with fewer than 10 hours in special education assigned the least importance to legal issues in special education and directors with more than 50 hours assigned the most importance to the same item. Likewise, directors with fewer than 10 hours in special education reported having the least training in this area, but directors with 31 to 50 hours reported the most training in legal issues. A converse pattern was exhibited by directors with hours in general administration. Those with fewer than 10 hours perceived legal issues as being most important, while those with more than 50 hours perceived it as being less important. Directors with fewer than 10 hours in general administration reported the most training in this area and those with more than 50 hours reported the least training in legal issues.

In regard to primary area of training, directors trained as school administrators perceived legal issues as being the least important and also reported the least training in this area than other directors. This also held true on the factor of previous positions. On the subject of school law, Item 5, it was the directors trained as school psychologists who assigned the least importance to the item and also reported the least training in this area.

Three items, also useful for purposes of examination, are: Item 10, social environment; Item 11, organization and management of schools; and Item 12, administrative theory and principles. All three of these items deal primarily with general administrative theory. None of the directors considered these areas to be extremely important. Organization and management of schools was considered to be slightly more important, perhaps because it is perceived as being more practically oriented than the other two areas.

Directors in the smallest districts, those with an enrollment of less than 2,000, scored social environment and organization and management of schools as more important than did directors in other districts. Directors in the largest districts assigned the next highest importance to these items. The directors in the small districts reported the most training on areas represented by Items 10 and 11, while directors in the largest districts reported the least.

On Item 12, dealing with administrative theory and principles, the distinction was not as sharply delineated. Directors in the smallest districts perceived this item as being less important than did other directors. But directors in the next smallest districts, those with student enrollments of 2,000 to 10,000, assigned the most importance to administrative theory. In terms of dissonance, the greatest discrepancy between actual and desired preparation on Items 10, 11, and 12 was exhibited by directors in districts with student enrollments of over 25,000. Directors in these districts had a rather large difference between their desired and actual preparation in social environment, and organization and management of schools.

Directors with the greatest number of semester course hours in special education attached more importance to administrative theory and principles than did directors with a lesser number of hours. The same was true for the number of hours completed by directors in general administration. Directors assigning the greatest importance to this area were not necessarily the ones claiming the most training in this area.

The responses of directors to Items 10 and 11 were again similar to each other and dissimilar from Item 12. Directors with the fewest semester hours in special education courses attached the most importance to Items 10 and 11 and directors with the most hours in general administration attached the most importance to these same items.

Directors who were trained as school psychologists and directors whose previous position was as a school psychologist rated social environment, Item 10, and organization and management of schools, Item 11, as being substantially less important than did other directors. This was also true on administrative theory and principles, Item 12, for those directors whose previous position was as a school psychologist. On Item 12, directors trained as school administrators rated this item lowest, followed by directors trained in school psychology and guidance and counseling. The greatest discrepancies between actual and desired preparation on Items 10, 11, and 12 were displayed by those directors trained as school psychologists, and those whose previous position had been in school psychology. In most cases this dissonance was much larger than it was for directors with different experiences and backgrounds.

Table 5 displays the results of 24 t-tests run between the desired and actual training of all directors. While caution must be exercised in viewing this analysis, it is interesting to note the number of items on which there is a significant difference regarding perceptions of desired and actual amounts of preparation. On the basis of the t-tests alone, it would have to be concluded that there is a significant difference between the desired and actual amount of training possessed by special education directors in the following areas:

1. Fiscal procedures relating to general and special education.
2. Curriculum development and supervision.
3. Personnel selection and development.
4. School law.

5. Collective negotiations.
6. School/community relations.
7. School facilities.
8. Student personnel services.
9. Testing and diagnosis.
10. Identification and placement of exceptional children.
11. Legal issues of special education.
12. Instructional techniques and remediation.
13. Parent counseling.
14. Cognitive development.
15. Behavior management.
16. Clinical observations and internship in special education.
17. Guidance and counseling.
18. Characteristics of exceptional children.
19. Instructional programming for exceptional children.

Job Activities of Special Education Directors in Missouri

The second instrument directors were asked to complete was the Job Activities Questionnaire. There were two sections to this instrument. The first section asked directors to indicate how often they would like to perform or be engaged in certain activities. The second section asked the directors to indicate how often they were actually engaged in those same activities. Mean scores were computed for both desired and actual activities, followed by computation of a discrepancy score between the two for all 19 items.

These data were also broken down and analyzed on the basis of factors concerning the district size and background and orientation of directors. Table 6, which can be found at the end of this chapter, displays the data from this analysis.

Three items deal primarily with children, Items 1, 10, and 12. On Item 1, direct services to children, and Item 12, placement conferences, directors in the smallest and the largest districts desire to be involved in these activities less often than do directors in districts in-between these two categories. Directors in these two sizes of districts also reported to be spending the least amount of time in providing direct services to children. Item 1 shows a very large difference between desired and actual time spent in this activity for directors in very small and large districts. Directors would obviously like to spend more time than they actually do in working directly with children. This appears to be the case in curriculum development, although the scores were evenly scattered through all district sizes.

An interesting phenomenon takes place on Item 12, placement conferences. Directors in all sizes of districts except those with an enrollment of 2,000 to 10,000 had a higher rating on the desired section for this item than on the actual section. This indicates most directors perform this activity more often than they would like to perform it.

This same pattern is displayed throughout the breakdown of directors on this item. In terms of semester credit hours of coursework in various areas, years in position and background and training, most directors would like to be less involved in placement conferences than they actually are. This is consistent with comments by directors who consider such conferences to be time-consuming and often frustrating. Those directors, curiously enough, who were satisfied with the amount of time spent in placement conferences were those whose previous position was as a guidance counselor.

An intriguing piece of information is gleaned from Item 1, direct services to children. All directors expressed a desire to be engaged in this activity with more frequency than they actually are. Former guidance counselors again had the greatest discrepancy on this item. Surprisingly enough, there does not appear to be any great differences on this item between directors with a special education background and those with a background in school administration.

Three items on the Job Analysis Questionnaire dealt primarily with staff: Item 2, supervising and evaluating teachers; Item 4, in service training; and Item 9, interviewing and employing new personnel. On Item 2 and Item 9, directors in districts with an enrollment of over 25,000 students displayed the greatest discrepancy between desired and actual amount of time spent in the activities. However, the discrepancy was in opposite directions for the two items. Directors in large districts would like to supervise and evaluate teachers much more often than they do. This is consistent with comments from directors who claim they do not have enough time to spend with their teachers.

Directors in the largest districts report that they spend more time interviewing and employing new personnel than they would like to spend in this activity. This, at first perusal, appears to be inconsistent with the response pattern on Item 2. This, though, is not necessarily the reality of the situation. Large districts usually have an individual who interviews and employs all personnel, and special education directors in these districts may perceive this to be primarily a function of that individual.

With respect to semester credit hours of coursework in content areas, directors with the most hours in general administration displayed the least discrepancy between desired and actual time spent in working with personnel as denoted by Items 2, 4, and 9. Directors with the most semester hours in general administration courses are either satisfied with the amount of time spent working with staff or would like to spend slightly more time in this activity.

When examined on the basis of semester credit hours in special education courses, directors demonstrate no clear and consistent pattern. On Item 2, directors with 11 to 30 semester hours in special education would like to spend less time than do directors with either more or fewer hours. However, on Item 4, these same directors would like to spend more time than would directors with either more or fewer hours in special education. Directors with over 50 semester hours in special education reflect the greatest dissonance regarding desired and actual time spent in interviewing and employing new personnel. These directors would like to be engaged in this activity more frequently than they are.

Those directors who had been in their present position the longest were the least satisfied with the amount of time spent in working with personnel. Directors with 13 to 20 years in their present position would like to spend more time than they actually do in supervising and evaluating teachers and in-service training. These same directors, though, would like to spend less time than they presently spend in interviewing and employing new personnel. Directors who had previously been school administrators desired to spend much more time supervising and evaluating teachers than they do. Directors who were previously special education teachers were almost satisfied with the amount of time spent in this activity as evidenced by the low dissonance on this item.

Items 5, 8, 11, 13, 14, and 15 are concerned primarily with administrative activities. As might be expected, directors with a background in general school administration usually displayed the least dissonance in most of these areas. With the exception of pupil accounting and records, directors with either their primary training in school administration or a previous position in school administration reported the least discrepancy. Directors with training and/or background in school psychology expressed a desire for spending the least amount of time in administrative functions. In terms of district size no obvious pattern emerged, except that directors in the smallest and largest districts were in agreement in desiring to spend less time in administrative activities than directors in other sized districts.

Three activities also needing to be singled out for attention are represented by Item 7, public relations, Item 16, establishing and maintaining channels of communication, and Item 18, program evaluation. Unique to these items are the consistent responses assigned to these items on the desired section of the instrument which signify that directors desire to spend a great deal of time in these areas. The only category not fitting neatly into this characterization are those directors with a background as school psychologists. These individuals did not express a desire to spend as much time on these activities as did other directors. Also on Items 7 and 16 there appears to be a substantial lack of dissonance between desired and actual time spent engaged in these two activities.

A separate t-test was computed for each of the 19 items across all directors. The results of these tests are in Table 7. Some observed differences between desired and actual amount of time spent in various activities were found to be statistically significant. As with the preparation items, care must be used in interpreting the results of the t-tests. But, it is possible to determine the strength of some of the existing discrepancies. On the basis of the t-test analyses it may be said that there were significant differences perceived by special education directors between the desired and actual amount of time spent in the following functions and activities:

1. Direct services to children.
2. Supervising and evaluating teachers.
3. In service training.
4. Budget preparation.
5. Preparing reports.
6. Curriculum development.
7. Pupil accounting and records.
8. Transportation.
9. Development of new programs.
10. Program evaluation.

The lack of cell size precluded any utilization of Chi square analysis for directors on the Professional Preparation Questionnaire or the Job Activities Questionnaire. The breakdown of directors into categories yielded low numbers from which no valid statistical test could be applied nor inferences drawn. This, however, does not negate the possibility of a future statistical design constructed upon more precise instrumentation and based on a larger number of respondents.

Summary of Findings

The findings reported herein may be summarized as follows:

1. There is a wide variation among directors in terms of background, training, experience, and orientation.

2. The majority of directors in this study have been in their present positions 4 years or less and only 3 came from another director's position.

3. Most special education directors are being pulled from school administration positions.

4. Directors in this study were polarized in terms of training. A large number were trained in school administration and a large number were trained in special education.

5. Training areas perceived by school personnel as being most important to the special education director were those dealing with instruction.

6. Areas dealing with the content of special education were also considered important.

7. Areas dealing with general topics or theoretical

and philosophical issues were not considered as important as other areas of training.

8. Personnel from various position categories were close in agreement on most training areas for special education directors.

9. Where there was disagreement it was mainly a reflection of the background and orientation of the position. For instance, special education teachers perceived certain areas dealing specifically with special education as being more important than did other position categories.

10. Principals with more training in special education tended to perceive most training areas as more important than did principals with less hours.

11. The differences in perceptions among various categories of school personnel regarding the importance of training for the special education director in the areas of (a) staff personnel selection and development, (b) historical perspectives of special education, (c) cognitive development, (d) collective negotiations, (e) behavior management, (f) clinical observations and internship in special education, and (g) guidance and counseling, were found to be statistically significant.

12. There were observable differences among directors in various size districts regarding their desired and actual preparation, and their desired and actual job activities.

13. There were observable differences among directors

with various backgrounds and training regarding their desired and actual preparation, and their desired and actual job activities.

14. Directors with training in general administration had less discrepancy between the desired and actual amount of time spent in administrative activities.

15. Directors with training in school psychology desired to spend the least amount of time in administrative activities.

16. Regardless of their background and training, directors indicated a desire to spend less time in placement conferences than they actually spend.

17. In the activities of (a) public relations, (b) establishing and maintaining channels of communication, and (c) program evaluation, directors indicated a desire to spend a great deal of time.

18. Directors trained as school psychologists appeared to disagree with directors from other backgrounds on many items concerning job activities.

19. There was a significant difference between desired and actual amounts of training possessed by directors in most areas examined in this study.

20. There was a significant difference between desired and actual amount of time spent in most job activities examined in this study.

TABLE 3: PERCEPTIONS OF SCHOOL PERSONNEL REGARDING SPECIFIED DESIRED PREPARATION AREAS (INSTRUMENT ITEMS) FOR SPECIAL EDUCATION DIRECTORS, BY HOURS IN SPECIAL EDUCATION

		SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					
Instrument Items, Role Positions, and SPED Hours	N/(n)	Very Important 1	2	3	4	Unimportant 5	MEAN($\overline{X}$)
Item 1 - Fiscal procedures-General administration							
Special Education Directors	39	30.8	33.3	20.5	12.8	2.6	2.20
Special Education Teachers	78	23.1	34.6	29.5	9.0	3.8	2.40
Under 5 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
5-10 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
10-15 hrs.	(2)	0.0	50.0	50.0	0.0	0.0	2.50
15-20 hrs.	(8)	62.5	25.0	0.0	12.5	0.0	1.63
20-30 hrs.	(19)	16.7	38.9	38.9	5.6	0.0	2.33
Over 30 hrs.	(47)	22.2	31.1	31.1	8.9	6.7	2.47
Regular Education Teachers	75	30.7	29.3	22.7	13.3	4.0	2.30
Under 5 hrs.	(40)	23.7	31.6	31.6	7.9	5.3	2.40
5-10 hrs.	(20)	33.3	33.3	11.1	16.7	5.6	2.28
10-15 hrs.	(5)	20.0	20.0	20.0	40.0	0.0	2.80
15-20 hrs.	(3)	33.3	33.3	0.0	33.3	0.0	2.33
20-30 hrs.	(5)	60.0	0.0	40.0	0.0	0.0	1.80
Over 30 hrs.	(1)	0.0	0.0	0.0	100.0	0.0	4.00
Principals	74	29.7	32.4	24.3	13.5	0.0	2.20
Under 5 hrs.	(37)	20.0	40.0	25.7	14.3	0.0	2.34
5-10 hrs.	(17)	31.3	25.0	37.5	6.3	0.0	2.19
10-15 hrs.	(4)	50.0	25.0	0.0	25.0	0.0	2.00
15-20 hrs.	(5)	40.0	20.0	40.0	0.0	0.0	2.00
20-30 hrs.	(7)	42.9	14.3	14.3	28.6	0.0	2.29
Over 30 hrs.	(4)	25.0	50.0	0.0	25.0	0.0	2.25
Superintendents	38	36.8	31.6	21.1	10.5	0.0	2.00
Under 5 hrs.	(23)	34.8	26.1	26.1	13.0	0.0	2.17
5-10 hrs.	(13)	41.7	41.7	8.3	8.3	0.0	1.83
10-15 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					
		Very Important				Unimportant	
		1	2	3	4	5	MEAN($\overline{X}$)
Item 2 - Fiscal procedures-Special education							
Special Education Directors	39	56.4	30.8	10.3	2.6	0.0	1.60
Special Education Teachers	78	59.0	26.9	9.0	3.8	1.3	1.60
Under 5 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
5-10 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
10-15 hrs.	(2)	0.0	50.0	50.0	0.0	0.0	2.50
15-20 hrs.	(8)	87.5	0.0	0.0	12.5	0.0	1.38
20-30 hrs.	(19)	44.4	44.4	5.6	5.6	0.0	1.72
Over 30 hrs.	(47)	62.2	24.4	8.9	2.2	2.2	1.58
Regular Education Teachers	75	53.3	28.0	13.3	4.0	1.3	1.70
Under 5 hrs.	(40)	55.3	26.3	13.2	2.6	2.6	1.71
5-10 hrs.	(20)	50.0	22.2	16.7	11.1	0.0	1.89
10-15 hrs.	(5)	80.0	20.0	0.0	0.0	0.0	1.20
15-20 hrs.	(3)	66.7	33.3	0.0	0.0	0.0	1.33
20-30 hrs.	(5)	60.0	40.0	0.0	0.0	0.0	1.40
Over 30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	3.00
Principals	74	53.3	28.0	13.3	4.0	1.3	1.70
Under 5 hrs.	(37)	34.3	34.3	25.7	0.0	5.7	2.09
5-10 hrs.	(17)	43.8	31.3	18.8	6.3	0.0	1.88
10-15 hrs.	(4)	25.0	25.0	50.0	0.0	0.0	2.25
15-20 hrs.	(5)	40.0	40.0	20.0	0.0	0.0	1.80
20-30 hrs.	(7)	57.1	14.3	0.0	28.6	0.0	2.00
Over 30 hrs.	(4)	50.0	25.0	0.0	25.0	0.0	2.00
Superintendents	38	68.4	21.1	7.9	2.6	0.0	1.40
Under 5 hrs.	(23)	65.2	26.1	4.3	4.3	0.0	1.48
5-10 hrs.	(13)	75.0	8.3	16.7	0.0	0.0	1.42
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Important				Unimportant	
		1	2	3	4	5	
Item 3 - Curriculum development and supervision							
Special Education Directors	39	0.0	46.2	28.2	17.9	7.7	1.90
Special Education Teachers	78	1.3	59.0	26.9	11.5	1.3	1.50
Under 5 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
5-10 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
10-15 hrs.	(2)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(8)	62.5	25.0	12.5	0.0	0.0	1.50
20-30 hrs.	(19)	55.6	38.9	5.6	0.0	0.0	1.50
Over 30 hrs.	(47)	62.2	20.0	13.3	2.2	0.0	1.51
Regular Education Teachers	75	0.0	69.3	25.3	4.0	1.3	1.40
Under 5 hrs.	(40)	68.4	23.7	7.9	0.0	0.0	1.40
5-10 hrs.	(20)	77.8	22.2	0.0	0.0	0.0	1.22
10-15 hrs.	(5)	60.0	20.0	20.0	0.0	0.0	1.80
15-20 hrs.	(3)	66.7	33.3	0.0	0.0	0.0	1.33
20-30 hrs.	(5)	60.0	40.0	0.0	0.0	0.0	1.40
Over 30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Principals	74	0.0	58.1	36.5	4.1	1.4	1.50
Under 5 hrs.	(37)	48.6	48.6	2.9	0.0	0.0	1.54
5-10 hrs.	(17)	68.8	25.0	6.3	0.0	0.0	1.38
10-15 hrs.	(4)	50.0	25.0	25.0	0.0	0.0	1.75
15-20 hrs.	(5)	60.0	40.0	0.0	0.0	0.0	1.40
20-30 hrs.	(7)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(4)	50.0	25.0	0.0	25.0	0.0	2.00
Superintendents	38	0.0	52.6	39.5	7.9	0.0	1.60
Under 5 hrs.	(23)	52.2	43.5	4.3	0.0	0.0	1.52
5-10 hrs.	(13)	41.7	41.7	16.7	0.0	0.0	1.75
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY Very Important 1	2	3	4	Unimportant 5	MEAN($\overline{X}$)
Item 4 - Staff personnel selection and development							
Special Education Directors	39	74.4	17.9	2.6	5.1	0.0	1.40
Special Education Teachers	78	71.8	14.1	10.3	3.8	0.0	1.50
Under 5 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
5-10 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
10-15 hrs.	(2)	50.0	0.0	50.0	0.0	0.0	2.00
15-20 hrs.	(8)	75.0	25.0	0.0	0.0	0.0	1.25
20-30 hrs.	(19)	61.1	33.3	5.6	0.0	0.0	1.44
Over 30 hrs.	(47)	80.0	4.4	11.1	4.4	0.0	1.40
Regular Education Teachers	75	80.0	13.3	4.0	2.7	0.0	1.30
Under 5 hrs.	(40)	78.9	15.8	2.6	2.6	0.0	1.29
5-10 hrs.	(20)	83.3	5.6	5.6	5.6	0.0	1.33
10-15 hrs.	(5)	80.0	20.0	0.0	0.0	0.0	1.20
15-20 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(5)	80.0	20.0	0.0	0.0	0.0	1.20
Over 30 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
Principals	74	82.4	13.5	4.1	0.0	0.0	1.20
Under 5 hrs.	(37)	82.9	14.3	2.9	0.0	0.0	1.20
5-10 hrs.	(17)	75.0	18.8	6.3	0.0	0.0	1.31
10-15 hrs.	(4)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(5)	80.0	20.0	0.0	0.0	0.0	1.20
20-30 hrs.	(7)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(4)	50.0	25.0	25.0	0.0	0.0	1.75
Superintendents	38	55.3	39.5	5.3	0.0	0.0	1.50
Under 5 hrs.	(23)	52.2	39.1	8.7	0.0	0.0	1.57
5-10 hrs.	(13)	50.0	50.0	0.0	0.0	0.0	1.50
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Impor-tant				Unim-port-ant	
		1	2	3	4	5	
Item 5 - School law							
Special Education Directors	39	59.0	25.6	12.8	0.0	2.6	1.50
Special Education Teachers	78	60.3	29.5	7.7	2.6	0.0	1.50
Under 5 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
5-10 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
10-15 hrs.	(2)	0.0	50.0	50.0	0.0	0.0	2.50
15-20 hrs.	(8)	87.5	12.5	0.0	0.0	0.0	1.13
20-30 hrs.	(19)	44.4	44.4	11.1	0.0	0.0	1.67
Over 30 hrs.	(47)	64.4	24.4	6.6	4.4	0.0	1.51
Regular Education Teachers	75	45.3	32.0	20.0	2.7	0.0	1.80
Under 5 hrs.	(40)	39.5	31.6	23.7	5.3	0.0	2.95
5-10 hrs.	(20)	50.0	38.9	11.1	0.0	0.0	1.61
10-15 hrs.	(5)	80.0	0.0	20.0	0.0	0.0	1.40
15-20 hrs.	(3)	33.3	33.3	33.3	0.0	0.0	2.00
20-30 hrs.	(5)	40.0	60.0	0.0	0.0	0.0	1.60
Over 30 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
Principals	74	55.4	32.4	12.2	0.0	0.0	1.60
Under 5 hrs.	(37)	57.1	31.4	11.4	0.0	0.0	1.54
5-10 hrs.	(17)	37.5	50.0	12.5	0.0	0.0	1.75
10-15 hrs.	(4)	50.0	50.0	0.0	0.0	0.0	1.50
15-20 hrs.	(5)	60.0	20.0	20.0	0.0	0.0	1.60
20-30 hrs.	(7)	85.7	14.3	0.0	0.0	0.0	1.14
Over 30 hrs.	(4)	50.0	25.0	25.0	0.0	0.0	1.75
Superintendents	38	50.0	28.9	21.1	0.0	0.0	1.70
Under 5 hrs.	(23)	47.8	30.4	21.7	0.0	0.0	1.74
5-10 hrs.	(13)	50.0	33.3	16.7	0.0	0.0	1.67
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY Very Important 1	2	3	4	Unimportant 5	MEAN($\overline{X}$)
Item 6 - Collective negotiations							
Special Education Directors	39	5.1	10.3	35.9	17.9	30.8	3.70
Special Education Teachers	78	17.9	30.8	30.8	12.8	7.7	2.60
Under 5 hrs.	(1)	0.0	0.0	0.0	0.0	100.0	5.00
5-10 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
10-15 hrs.	(2)	0.0	0.0	100.0	0.0	0.0	3.00
15-20 hrs.	(8)	25.0	25.0	37.5	12.5	0.0	2.38
20-30 hrs.	(19)	22.2	27.8	33.3	16.7	0.0	2.44
Over 30 hrs.	(47)	17.8	33.3	24.8	13.3	11.1	2.67
Regular Education Teachers	75	14.7	20.0	42.7	13.3	8.0	2.80
Under 5 hrs.	(40)	10.5	21.2	44.7	15.8	7.9	2.90
5-10 hrs.	(20)	11.1	27.8	44.4	11.1	5.6	2.72
10-15 hrs.	(5)	60.0	0.0	20.0	20.0	0.0	2.00
15-20 hrs.	(3)	0.0	33.3	0.0	0.0	66.7	4.00
20-30 hrs.	(5)	0.0	25.0	75.0	0.0	0.0	2.76
Over 30 hrs.	(1)	0.0	0.0	0.0	100.0	0.0	4.00
Principals	74	6.8	17.6	33.8	24.3	14.9	3.20
Under 5 hrs.	(37)	2.9	20.0	34.3	28.6	11.4	3.17
5-10 hrs.	(17)	6.3	12.5	37.5	25.0	18.8	3.38
10-15 hrs.	(4)	0.0	0.0	50.0	25.0	25.0	3.75
15-20 hrs.	(5)	0.0	0.0	100.0	0.0	0.0	3.00
20-30 hrs.	(7)	14.3	28.6	14.3	28.6	14.3	3.00
Over 30 hrs.	(4)	25.0	0.0	0.0	50.0	25.0	3.75
Superintendents	38	7.9	5.3	23.7	42.1	21.1	3.60
Under 5 hrs.	(23)	8.7	4.3	21.7	34.8	30.4	3.74
5-10 hrs.	(13)	8.3	0.0	25.0	58.3	8.3	3.58
10-15 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
15-20 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY Very Important 1	2	3	4	Unimportant 5	MEAN($\overline{X}$)
Item 7 - School-community relations							
Special Education Directors	39	59.0	33.3	5.1	0.0	0.0	1.40
Special Education Teachers	78	51.3	38.5	7.7	1.3	0.0	1.60
Under 5 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
5-10 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
10-15 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(8)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(19)	44.4	38.9	16.7	0.0	0.0	1.72
Over 30 hrs.	(47)	55.6	35.6	6.7	2.2	0.0	1.56
Regular Education Teachers	75	60.0	30.7	9.3	0.0	0.0	1.50
Under 5 hrs.	(40)	57.9	28.9	13.2	0.0	0.0	1.55
5-10 hrs.	(20)	66.7	33.3	0.0	0.0	0.0	1.33
10-15 hrs.	(5)	60.0	0.0	40.0	0.0	0.0	1.80
15-20 hrs.	(3)	66.7	33.3	0.0	0.0	0.0	1.33
20-30 hrs.	(5)	40.0	60.0	0.0	0.0	0.0	1.60
Over 30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Principals	74	36.5	36.5	20.3	6.8	0.0	2.00
Under 5 hrs.	(37)	48.6	45.7	5.7	0.0	0.0	1.57
5-10 hrs.	(17)	62.5	31.3	6.3	0.0	0.0	1.44
10-15 hrs.	(4)	75.0	25.0	0.0	0.0	0.0	1.25
15-20 hrs.	(5)	60.0	40.0	0.0	0.0	0.0	1.40
20-30 hrs.	(7)	71.4	14.3	14.3	0.0	0.0	1.43
Over 30 hrs.	(4)	0.0	100.0	0.0	0.0	0.0	2.00
Superintendents	38	57.9	36.8	2.6	0.0	0.0	1.40
Under 5 hrs.	(23)	59.1	40.9	0.0	0.0	0.0	1.35
5-10 hrs.	(13)	58.3	33.3	8.3	0.0	0.0	1.50
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY Very Important 1	2	3	4	Unimportant 5	MEAN($\bar{X}$)
Item 8 - School plant							
Special Education Directors	39	12.8	28.5	25.6	20.5	0.0	2.50
Special Education Teachers	78	25.6	32.1	29.5	11.5	1.3	2.30
Under 5 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
5-10 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
10-15 hrs.	(2)	0.0	50.0	0.0	50.0	0.0	3.00
15-20 hrs.	(8)	25.0	75.0	0.0	0.0	0.0	1.75
20-30 hrs.	(19)	27.8	27.8	27.8	16.7	0.0	2.33
Over 30 hrs.	(47)	26.7	24.4	37.8	8.9	2.2	2.36
Regular Education Teachers	75	25.3	33.3	25.3	12.0	4.0	2.40
Under 5 hrs.	(40)	21.1	34.2	23.7	15.8	5.3	2.50
5-10 hrs.	(20)	33.3	33.3	27.8	5.6	0.0	2.06
10-15 hrs.	(5)	40.0	20.0	0.0	20.0	20.0	2.60
15-20 hrs.	(3)	0.0	66.7	33.3	0.0	0.0	2.33
20-30 hrs.	(5)	0.0	20.0	80.0	0.0	0.0	2.80
Over 30 hrs.	(1)	0.0	0.0	0.0	100.0	0.0	4.00
Principals	74	36.5	36.5	20.3	6.8	0.0	2.00
Under 5 hrs.	(37)	37.1	37.1	22.9	2.9	0.0	1.91
5-10 hrs.	(17)	56.3	12.5	18.8	12.5	0.0	1.88
10-15 hrs.	(4)	0.0	50.0	25.0	25.0	0.0	2.75
15-20 hrs.	(5)	40.0	60.0	0.0	0.0	0.0	2.33
20-30 hrs.	(7)	28.6	42.9	14.3	14.3	0.0	2.80
Over 30 hrs.	(4)	0.0	75.0	25.0	0.0	0.0	2.25
Superintendents	38	15.8	31.6	26.3	23.7	2.6	2.70
Under 5 hrs.	(23)	4.3	34.8	26.1	30.4	4.3	2.96
5-10 hrs.	(13)	25.0	33.3	25.0	16.7	0.0	2.33
10-15 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Impor-tant				Unim-port-ant	
		1	2	3	4	5	
Item 9 - Student personnel services							
Special Education Directors	39	56.4	30.8	12.8	0.0	0.0	1.50
Special Education Teachers	78	41.0	47.4	10.3	1.3	0.0	1.70
Under 5 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
5-10 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
10-15 hrs.	(2)	50.0	0.0	50.0	0.0	0.0	2.00
15-20 hrs.	(8)	50.0	37.5	12.5	0.0	0.0	1.63
20-30 hrs.	(19)	38.9	55.6	0.0	5.6	0.0	1.72
Over 30 hrs.	(47)	40.0	48.9	11.1	0.0	0.0	1.71
Regular Education Teachers	75	40.0	38.7	16.0	2.7	2.7	1.90
Under 5 hrs.	(40)	39.5	34.2	18.4	5.3	2.6	1.97
5-10 hrs.	(20)	44.4	50.0	5.6	0.0	0.0	1.61
10-15 hrs.	(5)	40.0	40.0	20.0	0.0	0.0	1.80
15-20 hrs.	(3)	0.0	66.7	33.3	0.0	0.0	2.33
20-30 hrs.	(5)	20.0	40.0	40.0	0.0	0.0	2.20
Over 30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Principals	74	48.6	33.8	16.2	1.4	0.0	1.70
Under 5 hrs.	(37)	48.6	31.4	20.0	0.0	0.0	1.71
5-10 hrs.	(17)	62.5	12.5	18.8	6.3	0.0	1.69
10-15 hrs.	(4)	25.0	50.0	25.0	0.0	0.0	2.00
15-20 hrs.	(5)	0.0	100.0	0.0	0.0	0.0	2.00
20-30 hrs.	(7)	71.4	14.3	14.3	0.0	0.0	1.43
Over 30 hrs.	(4)	50.0	50.0	0.0	0.0	0.0	1.50
Superintendents	38	36.8	47.4	13.2	2.6	0.0	1.80
Under 5 hrs.	(23)	39.1	47.8	13.0	0.0	0.0	1.74
5-10 hrs.	(13)	33.3	41.7	16.7	8.3	0.0	2.00
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

		SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					
		Very Impor- tant				Unim- port- ant	
Instrument Items, Role Positions, and SPED Hours	N/(n)	1	2	3	4	5	MEAN($\overline{X}$)
Item 10 - Social environment							
Special Education Directors	39	20.5	48.7	17.9	12.8	0.0	2.30
Special Education Teachers	78	16.7	44.9	30.8	5.1	2.6	2.30
Under 5 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
5-10 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
10-15 hrs.	(2)	0.0	50.0	50.0	0.0	0.0	2.50
15-20 hrs.	(8)	12.5	50.0	37.5	0.0	0.0	2.25
20-30 hrs.	(19)	16.7	38.9	33.3	11.1	0.0	2.39
Over 30 hrs.	(47)	17.8	46.7	26.7	4.4	4.4	2.31
Regular Education Teachers	75	25.3	32.0	33.3	6.7	1.3	2.20
Under 5 hrs.	(40)	13.2	34.2	36.8	10.5	2.6	2.47
5-10 hrs.	(20)	38.9	44.4	16.7	0.0	0.0	1.78
10-15 hrs.	(5)	20.0	20.0	60.0	0.0	0.0	2.40
15-20 hrs.	(3)	33.3	0.0	66.7	0.0	0.0	2.67
20-30 hrs.	(5)	20.0	20.0	40.0	20.0	0.0	2.60
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Principals	74	27.0	44.6	25.7	1.4	1.4	2.10
Under 5 hrs.	(37)	25.7	40.0	28.6	2.9	2.9	2.17
5-10 hrs.	(17)	37.5	37.5	25.0	0.0	0.0	1.88
10-15 hrs.	(4)	0.0	75.0	25.0	0.0	0.0	2.25
15-20 hrs.	(5)	0.0	60.0	40.0	0.0	0.0	2.40
20-30 hrs.	(7)	28.6	42.9	28.6	0.0	0.0	2.00
Over 30 hrs.	(4)	50.0	50.0	0.0	0.0	0.0	1.50
Superintendents	38	23.7	26.3	44.7	2.6	0.0	3.20
Under 5 hrs.	(23)	26.1	21.7	47.8	4.3	0.0	2.30
5-10 hrs.	(13)	18.1	36.4	45.5	0.0	0.0	2.08
10-15 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

		SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					
Instrument Items, Role Positions, and SPED Hours	N/(n)	Very Important 1	2	3	4	Unimportant 5	MEAN($\bar{X}$)
Item 11 - Organization and management of schools							
Special Education Directors	39	33.3	43.6	15.4	7.7	0.0	2.00
Special Education Teachers	78	32.1	37.2	24.4	5.1	1.3	2.10
Under 5 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
5-10 hrs.	(1)	0.0	0.0	0.0	100.0	0.0	4.00
10-15 hrs.	(2)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(8)	62.5	25.0	12.5	0.0	0.0	1.50
20-30 hrs.	(19)	27.8	33.3	33.3	5.6	0.0	2.17
Over 30 hrs.	(47)	33.3	35.6	24.4	4.4	2.2	2.07
Regular Education Teachers	75	42.7	30.7	22.7	2.7	1.3	1.90
Under 5 hrs.	(40)	36.8	26.3	28.9	5.3	2.6	2.11
5-10 hrs.	(20)	50.0	27.8	22.2	0.0	0.0	1.72
10-15 hrs.	(5)	40.0	40.0	20.0	0.0	0.0	1.80
15-20 hrs.	(3)	33.3	66.7	0.0	0.0	0.0	1.67
20-30 hrs.	(5)	40.0	40.0	20.0	0.0	0.0	1.80
Over 30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Principals	74	52.7	31.1	14.9	0.0	1.4	1.70
Under 5 hrs.	(37)	51.4	34.3	14.3	0.0	0.0	1.63
5-10 hrs.	(17)	56.3	18.8	25.0	0.0	0.0	1.69
10-15 hrs.	(4)	50.0	25.0	25.0	0.0	0.0	1.75
15-20 hrs.	(5)	20.0	80.0	0.0	0.0	0.0	1.80
20-30 hrs.	(7)	57.1	28.6	0.0	0.0	14.3	1.86
Over 30 hrs.	(4)	50.0	25.0	25.0	0.0	0.0	1.75
Superintendents	38	31.6	39.5	26.3	2.6	0.0	2.00
Under 5 hrs.	(23)	21.7	47.8	26.1	4.3	0.0	2.13
5-10 hrs.	(13)	50.0	33.3	16.7	0.0	0.0	1.67
10-15 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\bar{X}$)
		Very Important				Unimportant	
		1	2	3	4	5	
Item 12 - Administrative theory and principles							
Special Education Directors	39	28.2	35.9	28.2	2.6	5.1	2.20
Special Education Teachers	78	12.8	38.5	24.6	10.3	2.6	2.50
Under 5 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
5-10 hrs.	(1)	0.0	0.0	0.0	100.0	0.0	4.00
10-15 hrs.	(2)	0.0	0.0	100.0	0.0	0.0	3.00
15-20 hrs.	(8)	12.5	37.5	50.0	0.0	0.0	2.38
20-30 hrs.	(19)	22.2	22.2	44.4	5.6	0.0	2.22
Over 30 hrs.	(47)	11.1	44.4	26.7	13.3	4.4	2.56
Regular Education Teachers	75	26.7	33.3	24.0	9.3	5.3	2.30
Under 5 hrs.	(40)	21.1	31.6	23.7	10.5	10.5	2.50
5-10 hrs.	(20)	44.4	22.2	16.7	16.7	0.0	2.06
10-15 hrs.	(5)	0.0	60.0	40.0	0.0	0.0	2.40
15-20 hrs.	(3)	0.0	66.7	33.3	0.0	0.0	2.33
20-30 hrs.	(5)	40.0	60.0	0.0	0.0	0.0	1.60
Over 30 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
Principals	74	25.7	44.6	25.7	4.1	0.0	2.30
Under 5 hrs.	(37)	20.0	45.7	34.3	0.0	0.0	2.30
5-10 hrs.	(17)	50.0	37.5	12.5	0.0	0.0	1.63
10-15 hrs.	(4)	0.0	75.0	25.0	0.0	0.0	2.25
15-20 hrs.	(5)	20.0	60.0	20.0	0.0	0.0	2.00
20-30 hrs.	(7)	14.3	42.9	28.6	14.3	0.0	2.43
Over 30 hrs.	(4)	50.0	0.0	25.0	25.0	0.0	2.25
Superintendents	38	15.8	42.1	39.5	2.6	0.0	2.30
Under 5 hrs.	(23)	21.7	30.4	43.5	4.3	0.0	2.30
5-10 hrs.	(13)	0.0	66.7	33.3	0.0	0.0	2.33
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Important 1	2	3	4	Unimportant 5	
Item 13 - Testing and diagnosis							
Special Education Directors	39	76.9	20.5	2.6	0.0	0.0	1.30
Special Education Teachers	78	78.2	17.9	2.6	1.3	0.0	1.30
Under 5 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
5-10 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
10-15 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
15-20 hrs.	(8)	87.5	0.0	0.0	12.5	0.0	1.38
20-30 hrs.	(19)	55.6	38.9	5.6	0.0	0.0	1.50
Over 30 hrs.	(47)	86.7	11.1	2.2	0.0	0.0	1.16
Regular Education Teachers	75	65.3	25.3	4.0	4.0	0.0	1.40
Under 5 hrs.	(40)	63.2	26.2	2.6	5.3	0.0	1.45
5-10 hrs.	(20)	66.7	33.3	0.0	0.0	0.0	1.33
10-15 hrs.	(5)	80.0	0.0	20.0	0.0	0.0	1.40
15-20 hrs.	(3)	66.7	33.3	0.0	0.0	0.0	1.33
20-30 hrs.	(5)	20.0	40.0	20.0	20.0	0.0	2.40
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Principals	74	50.0	40.5	8.1	0.0	1.4	1.60
Under 5 hrs.	(37)	34.4	48.6	14.3	0.0	2.9	1.89
5-10 hrs.	(17)	62.5	37.5	0.0	0.0	0.0	1.38
10-15 hrs.	(4)	75.0	0.0	25.0	0.0	0.0	1.50
15-20 hrs.	(5)	20.0	80.0	0.0	0.0	0.0	1.80
20-30 hrs.	(7)	71.4	28.6	0.0	0.0	0.0	1.29
Over 30 hrs.	(4)	100.0	0.0	0.0	0.0	0.0	1.00
Superintendents	38	63.2	26.3	10.5	0.0	0.0	1.50
Under 5 hrs.	(23)	60.9	34.8	4.3	0.0	0.0	1.44
5-10 hrs.	(13)	58.3	16.7	25.0	0.0	0.0	1.67
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY Very Important 1	2	3	4	Unimportant 5	MEAN($\bar{X}$)
Item 14 - Identification and placement of exceptional children							
Special Education Directors	39	82.1	12.8	5.1	0.0	0.0	1.20
Special Education Teachers	78	91.0	9.0	0.0	0.0	0.0	1.10
Under 5 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
5-10 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
10-15 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(8)	87.5	12.5	0.0	0.0	0.0	1.13
20-30 hrs.	(19)	77.8	22.2	0.0	0.0	0.0	1.22
Over 30 hrs.	(47)	97.8	2.2	0.0	0.0	0.0	1.02
Regular Education Teachers	75	77.3	14.7	5.3	1.3	0.0	1.10
Under 5 hrs.	(40)	71.1	18.4	5.3	2.6	0.0	1.34
5-10 hrs.	(20)	94.4	5.6	0.0	0.0	0.0	1.06
10-15 hrs.	(5)	80.0	0.0	20.0	0.0	0.0	1.40
15-20 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(5)	40.0	40.0	20.0	0.0	0.0	1.80
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Principals	74	73.0	17.6	9.5	0.0	0.0	1.40
Under 5 hrs.	(37)	68.6	17.1	14.3	0.0	0.0	1.46
5-10 hrs.	(17)	68.8	25.0	6.3	0.0	0.0	1.38
10-15 hrs.	(4)	75.0	0.0	25.0	0.0	0.0	1.50
15-20 hrs.	(5)	60.0	40.0	0.0	0.0	0.0	1.40
20-30 hrs.	(7)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(4)	100.0	0.0	0.0	0.0	0.0	1.00
Superintendents	38	76.3	21.1	0.0	2.6	0.0	1.30
Under 5 hrs.	(23)	78.3	17.4	0.0	4.3	0.0	1.30
5-10 hrs.	(13)	66.7	33.3	0.0	0.0	0.0	1.33
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY Very Important 1	2	3	4	Unimportant 5	MEAN($\overline{X}$)
Item 15 - Historical perspectives of special education							
Special Education Directors	39	15.4	23.1	28.2	17.9	15.4	3.00
Special Education Teachers	78	3.8	33.3	43.6	17.9	1.3	2.80
Under 5 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
5-10 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
10-15 hrs.	(2)	0.0	0.0	100.0	0.0	0.0	3.00
15-20 hrs.	(8)	0.0	37.5	37.5	12.5	12.5	3.00
20-30 hrs.	(19)	0.0	33.3	38.9	27.8	0.0	2.94
Over 30 hrs.	(47)	6.7	33.3	42.2	17.8	0.0	2.71
Regular Education Teachers	75	8.0	28.0	32.0	25.3	5.3	2.90
Under 5 hrs.	(40)	5.3	18.4	36.8	28.9	7.9	3.08
5-10 hrs.	(20)	16.7	44.4	22.2	16.7	0.0	2.39
10-15 hrs.	(5)	20.0	20.0	60.0	0.0	0.0	2.40
15-20 hrs.	(3)	0.0	33.3	33.3	33.3	0.0	3.00
20-30 hrs.	(5)	0.0	20.0	20.0	40.0	20.0	3.60
Over 30 hrs.	(1)	0.0	0.0	0.0	100.0	0.0	4.00
Principals	74	10.8	29.7	37.8	18.9	2.7	2.70
Under 5 hrs.	(37)	5.7	22.9	45.7	22.9	2.9	2.94
5-10 hrs.	(17)	12.5	50.0	18.8	12.5	6.3	2.50
10-15 hrs.	(4)	25.0	25.0	0.0	50.0	0.0	2.75
15-20 hrs.	(5)	0.0	20.0	80.0	0.0	0.0	2.80
20-30 hrs.	(7)	14.3	14.3	57.1	14.3	0.0	2.71
Over 30 hrs.	(4)	25.0	25.0	50.0	0.0	0.0	2.25
Superintendents	38	21.1	28.9	21.1	28.9	0.0	2.60
Under 5 hrs.	(23)	21.7	30.4	8.7	39.1	0.0	2.65
5-10 hrs.	(13)	25.0	16.7	50.0	8.3	0.0	2.42
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

		SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					
		Very Impor-tant				Unim-port-ant	
Instrument Items, Role Positions, and SPED Hours	N/(n)	1	2	3	4	5	MEAN($\overline{X}$)
Item 16 - Legal issues of special education							
Special Education Directors	39	71.8	23.1	2.6	2.6	0.0	1.40
Special Education Teachers	78	75.6	20.5	3.8	0.0	0.0	1.30
Under 5 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
5-10 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
10-15 hrs.	(2)	0.0	50.0	50.0	0.0	0.0	2.50
15-20 hrs.	(8)	75.0	12.5	12.5	0.0	0.0	1.38
20-30 hrs.	(19)	72.2	27.8	0.0	0.0	0.0	1.28
Over 30 hrs.	(47)	82.2	15.6	2.2	0.0	0.0	1.20
Regular Education Teachers	75	49.3	37.3	10.7	0.0	1.3	1.60
Under 5 hrs.	(40)	44.7	39.5	10.5	0.0	2.6	1.68
5-10 hrs.	(20)	50.0	38.9	11.1	0.0	0.0	1.61
10-15 hrs.	(5)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(3)	66.7	33.3	0.0	0.0	0.0	1.33
20-30 hrs.	(5)	20.0	60.0	20.0	0.0	0.0	2.00
Over 30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Principals	74	54.1	35.1	8.1	1.4	1.4	1.60
Under 5 hrs.	(37)	51.4	40.0	2.9	2.9	2.9	1.66
5-10 hrs.	(17)	62.5	25.0	12.5	0.0	0.0	1.50
10-15 hrs.	(4)	25.0	25.0	50.0	0.0	0.0	2.25
15-20 hrs.	(5)	40.0	60.0	0.0	0.0	0.0	2.25
20-30 hrs.	(7)	71.4	28.6	0.0	0.0	0.0	1.29
Over 30 hrs.	(4)	50.0	25.0	25.0	0.0	0.0	1.75
Superintendents	38	71.1	23.7	2.6	2.6	0.0	1.40
Under 5 hrs.	(23)	78.3	13.0	4.3	4.3	0.0	1.35
5-10 hrs.	(13)	58.3	41.7	0.0	0.0	0.0	1.42
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					
		Very Impor-tant				Unim-port-ant	
		1	2	3	4	5	MEAN($\bar{X}$)
Item 17 - Instructional techniques and remediation							
Special Education Directors	39	53.8	28.2	15.4	2.6	0.0	1.70
Special Education Teachers	78	61.5	34.6	3.8	0.0	0.0	1.40
Under 5 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
5-10 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
10-15 hrs.	(2)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(8)	37.5	37.5	25.0	0.0	0.0	1.88
20-30 hrs.	(19)	50.0	50.0	0.0	0.0	0.0	1.50
Over 30 hrs.	(47)	73.3	24.4	2.2	0.0	0.0	1.29
Regular Education Teachers	75	64.0	25.3	8.0	1.3	0.0	1.40
Under 5 hrs.	(40)	65.8	26.3	5.3	2.6	0.0	1.42
5-10 hrs.	(20)	72.2	22.2	5.6	0.0	0.0	1.33
10-15 hrs.	(5)	60.0	20.0	20.0	0.0	0.0	1.60
15-20 hrs.	(3)	33.3	66.7	0.0	0.0	0.0	1.67
20-30 hrs.	(5)	40.0	20.0	40.0	0.0	0.0	2.00
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Principals	74	60.8	28.4	8.1	2.7	0.0	1.50
Under 5 hrs.	(37)	54.3	25.7	14.3	5.7	0.0	1.71
5-10 hrs.	(17)	68.8	25.0	6.3	0.0	0.0	1.38
10-15 hrs.	(4)	50.0	50.0	0.0	0.0	0.0	1.50
15-20 hrs.	(5)	60.0	40.0	0.0	0.0	0.0	1.60
20-30 hrs.	(7)	85.7	14.3	0.0	0.0	0.0	1.14
Over 30 hrs.	(4)	75.0	25.0	0.0	0.0	0.0	1.25
Superintendents	38	52.6	31.6	13.2	2.6	0.0	1.70
Under 5 hrs.	(23)	52.2	34.8	13.0	0.0	0.0	1.61
5-10 hrs.	(13)	41.7	33.3	16.7	8.3	0.0	1.92
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Important				Unimportant	
		1	2	3	4	5	
Item 18 - Parent counseling							
Special Education Directors	39	53.8	38.5	7.7	0.0	0.0	1.50
Special Education Teachers	78	69.2	28.2	1.3	1.3	0.0	1.30
Under 5 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
5-10 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
10-15 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
15-20 hrs.	(8)	25.0	62.5	0.0	12.5	0.0	2.00
20-30 hrs.	(19)	66.7	27.8	5.6	0.0	0.0	1.39
Over 30 hrs.	(47)	80.0	20.0	0.0	0.0	0.0	1.20
Regular Education Teachers	75	70.7	24.0	2.7	0.0	1.3	1.30
Under 5 hrs.	(40)	65.8	26.3	5.3	0.0	2.6	1.42
5-10 hrs.	(20)	72.2	27.8	0.0	0.0	0.0	1.28
10-15 hrs.	(5)	80.0	20.0	0.0	0.0	0.0	1.20
15-20 hrs.	(3)	66.7	33.3	0.0	0.0	0.0	1.33
20-30 hrs.	(5)	80.0	20.0	0.0	0.0	0.0	1.20
Over 30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Principals	74	58.1	36.5	5.4	0.0	0.0	1.50
Under 5 hrs.	(37)	49.9	45.7	11.4	0.0	0.0	1.69
5-10 hrs.	(17)	62.5	37.5	0.0	0.0	0.0	1.38
10-15 hrs.	(4)	25.0	75.0	0.0	0.0	0.0	1.75
15-20 hrs.	(5)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(7)	85.7	14.3	0.0	0.0	0.0	1.14
Over 30 hrs.	(4)	100.0	0.0	0.0	0.0	0.0	1.00
Superintendents	38	52.6	31.6	10.5	5.3	0.0	1.70
Under 5 hrs.	(23)	43.5	43.5	8.7	4.3	0.0	1.74
5-10 hrs.	(13)	58.3	16.7	16.7	8.3	0.0	1.75
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Important				Unimportant	
		1	2	3	4	5	
Item 19 - Cognitive development							
Special Education Directors	39	25.6	43.6	30.8	0.0	12.8	2.00
Special Education Teachers	78	38.5	47.4	12.8	1.3	0.0	1.80
Under 5 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
5-10 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
10-15 hrs.	(2)	0.0	50.0	50.0	0.0	0.0	2.50
15-20 hrs.	(8)	12.5	75.0	12.5	0.0	0.0	2.00
20-30 hrs.	(19)	38.9	38.9	22.2	0.0	0.0	1.83
Over 30 hrs.	(47)	44.4	44.4	8.9	2.2	0.0	1.69
Regular Education Teachers	75	43.7	44.0	9.3	2.7	0.0	1.70
Under 5 hrs.	(40)	38.3	45.9	10.5	5.3	0.0	1.79
5-10 hrs.	(20)	66.7	27.8	5.6	0.0	0.0	1.39
10-15 hrs.	(5)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(5)	40.0	40.0	20.0	0.0	0.0	1.80
Over 30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Principals	74	36.5	51.4	9.5	1.4	0.0	1.70
Under 5 hrs.	(37)	31.4	54.3	11.4	2.9	0.0	1.80
5-10 hrs.	(17)	37.5	56.3	6.3	0.0	0.0	1.69
10-15 hrs.	(4)	25.0	50.0	25.0	0.0	0.0	2.00
15-20 hrs.	(5)	40.0	60.0	0.0	0.0	0.0	1.60
20-30 hrs.	(7)	57.1	42.8	0.0	0.0	0.0	1.43
Over 30 hrs.	(4)	50.0	50.0	0.0	0.0	0.0	1.50
Superintendents	38	13.2	63.2	23.7	0.0	0.0	2.10
Under 5 hrs.	(23)	17.4	56.5	26.1	0.0	0.0	2.09
5-10 hrs.	(13)	8.3	66.7	25.0	0.0	0.0	2.17
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY Very Important 1	2	3	4	Unimportant 5	MEAN($\overline{X}$)
Item 20 - Behavior management							
Special Education Directors	39	30.8	59.0	10.3	0.0	0.0	1.80
Special Education Teachers	78	59.0	30.8	10.3	0.0	0.0	1.50
Under 5 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
5-10 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
10-15 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
15-20 hrs.	(8)	50.0	37.5	12.5	0.0	0.0	1.63
20-30 hrs.	(19)	55.6	22.2	22.2	0.0	0.0	1.67
Over 30 hrs.	(47)	62.2	31.1	6.7	0.0	0.0	1.44
Regular Education Teachers	75	57.3	32.0	6.7	1.3	1.3	1.50
Under 5 hrs.	(40)	57.9	28.9	10.5	0.0	2.6	1.58
5-10 hrs.	(20)	83.3	16.7	0.0	0.0	0.0	1.17
10-15 hrs.	(5)	60.0	20.0	0.0	10.0	0.0	1.80
15-20 hrs.	(3)	0.0	100.0	0.0	0.0	0.0	2.00
20-30 hrs.	(5)	20.0	60.0	20.0	0.0	0.0	2.00
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Principals	74	45.9	47.3	6.8	0.0	0.0	1.60
Under 5 hrs.	(37)	40.0	51.4	8.6	0.0	0.0	1.69
5-10 hrs.	(17)	56.3	37.5	6.3	0.0	0.0	1.50
10-15 hrs.	(4)	50.0	25.0	25.0	0.0	0.0	1.75
15-20 hrs.	(5)	20.0	80.0	0.0	0.0	0.0	1.80
20-30 hrs.	(7)	71.4	28.6	0.0	0.0	0.0	1.29
Over 30 hrs.	(4)	50.0	50.0	0.0	0.0	0.0	1.50
Superintendents	38	31.6	44.7	23.7	0.0	0.0	1.90
Under 5 hrs.	(23)	30.4	43.5	26.1	0.0	0.0	1.96
5-10 hrs.	(13)	25.0	50.0	25.0	0.0	0.0	2.00
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Impor- tant 1	2	3	4	Unim- port- ant 5	
Item 21 - Clinical observation and internship in special education							
Special Education Directors	39	35.9	38.5	17.9	5.1	2.6	2.00
Special Education Teachers	78	60.3	38.5	1.3	0.0	0.0	1.40
Under 5 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
5-10 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
10-15 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
15-20 hrs.	(8)	62.5	37.5	0.0	0.0	0.0	1.38
20-30 hrs.	(19)	55.6	38.9	5.6	0.0	0.0	1.50
Over 30 hrs.	(47)	66.7	33.3	0.0	0.0	0.0	1.33
Regular Education Teachers	75	48.0	30.7	10.7	5.3	2.7	1.80
Under 5 hrs.	(40)	57.9	21.1	15.8	0.0	5.3	1.68
5-10 hrs.	(20)	44.4	44.4	5.6	5.6	0.0	1.72
10-15 hrs.	(5)	60.0	40.0	0.0	0.0	0.0	1.40
15-20 hrs.	(3)	33.3	65.7	0.0	0.0	0.0	1.67
20-30 hrs.	(5)	20.0	40.0	0.0	40.0	0.0	2.60
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Principals	74	31.1	32.4	25.7	5.4	1.4	2.00
Under 5 hrs.	(37)	17.1	34.3	34.3	8.6	2.9	2.37
5-10 hrs.	(17)	39.8	34.3	18.8	6.3	0.0	1.81
10-15 hrs.	(4)	25.0	25.0	50.0	0.0	0.0	2.25
15-20 hrs.	(5)	0.0	100.0	0.0	0.0	0.0	1.38
20-30 hrs.	(7)	57.1	14.3	28.6	0.0	0.0	1.71
Over 30 hrs.	(4)	100.0	0.0	0.0	0.0	0.0	1.00
Superintendents	38	26.4	44.7	23.7	5.3	0.0	2.10
Under 5 hrs.	(23)	34.8	43.5	17.4	4.3	0.0	1.91
5-10 hrs	(13)	8.3	58.3	25.0	8.3	0.0	2.33
10-15 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Important				Unimportant	
		1	2	3	4	5	
Item 22 - Guidance and counseling							
Special Education Directors	39	33.3	48.7	12.8	5.1	0.0	1.90
Special Education Teachers	78	42.3	51.3	6.4	0.0	0.0	1.60
Under 5 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
5-10 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
10-15 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(8)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(19)	33.3	44.4	22.2	0.0	0.0	1.89
Over 30 hrs.	(47)	40.0	57.8	2.2	0.0	0.0	1.62
Regular Education Teachers	75	37.3	46.7	10.7	2.7	1.3	1.80
Under 5 hrs.	(40)	39.5	47.3	10.5	0.0	2.6	1.74
5-10 hrs.	(20)	38.9	55.6	5.6	0.0	0.0	1.67
10-15 hrs.	(5)	60.0	20.0	20.0	0.0	0.0	2.60
15-20 hrs.	(3)	0.0	66.7	33.3	0.0	0.0	2.33
20-30 hrs.	(5)	0.0	60.0	20.0	20.0	0.0	2.60
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Principals	74	33.8	39.2	27.0	0.0	0.0	2.00
Under 5 hrs.	(37)	28.6	37.1	34.3	0.0	0.0	2.06
5-10 hrs.	(17)	31.3	37.5	31.3	0.0	0.0	2.00
10-15 hrs.	(4)	25.0	25.0	50.0	0.0	0.0	2.25
15-20 hrs.	(5)	0.0	100.0	0.0	0.0	0.0	2.00
20-30 hrs.	(7)	57.1	42.9	0.0	0.0	0.0	1.43
Over 30 hrs.	(4)	75.0	25.0	0.0	0.0	0.0	1.25
Superintendents	38	13.2	50.0	24.2	2.6	0.0	2.30
Under 5 hrs.	(23)	13.0	43.5	39.1	4.3	0.0	2.35
5-10 hrs.	(13)	8.3	66.7	25.0	0.0	0.0	2.17
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					
		Very Important				Unimportant	
		1	2	3	4	5	MEAN($\overline{X}$)
Item 23 - Characteristics of exceptional children							
Special Education Directors	39	59.0	38.5	2.6	0.0	0.0	1.50
Special Education Teachers	78	73.1	24.4	2.6	0.0	0.0	1.30
Under 5 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
5-10 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
10-15 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
15-20 hrs.	(8)	50.0	37.5	12.5	0.0	0.0	1.63
20-30 hrs.	(19)	83.3	16.7	0.0	0.0	0.0	1.17
Over 30 hrs.	(47)	75.6	22.2	2.2	0.0	0.0	1.27
Regular Education Teachers	75	58.7	30.7	6.7	1.3	0.0	1.40
Under 5 hrs.	(40)	71.1	15.8	10.5	2.6	0.0	1.40
5-10 hrs.	(20)	50.0	50.0	0.0	0.0	0.0	1.50
10-15 hrs.	(5)	60.0	40.0	0.0	0.0	0.0	1.40
15-20 hrs.	(3)	33.3	66.7	0.0	0.0	0.0	1.67
20-30 hrs.	(5)	20.0	60.0	20.0	0.0	0.0	2.00
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Principals	74	50.0	37.8	12.2	0.0	0.0	1.60
Under 5 hrs.	(37)	48.6	37.1	14.3	0.0	0.0	1.66
5-10 hrs.	(17)	62.5	37.5	0.0	0.0	0.0	1.38
10-15 hrs.	(4)	50.0	25.0	25.0	0.0	0.0	1.75
15-20 hrs.	(5)	20.0	80.0	0.0	0.0	0.0	1.80
20-30 hrs.	(7)	42.9	42.9	14.3	0.0	0.0	1.71
Over 30 hrs.	(4)	50.0	25.0	25.0	0.0	0.0	1.75
Superintendents	38	50.0	39.5	7.9	2.6	0.0	1.40
Under 5 hrs.	(23)	47.8	39.1	8.7	4.3	0.0	1.70
5-10 hrs.	(13)	50.0	41.7	8.3	0.0	0.0	1.58
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 3 (con't)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Important				Unimportant	
		1	2	3	4	5	
Item 24 - Instructional program for exceptional children							
Special Education Directors	39	59.0	30.8	5.1	2.6	0.0	1.50
Special Education Teachers	78	66.7	33.3	0.0	0.0	0.0	1.30
Under 5 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
5-10 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
10-15 hrs.	(2)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(8)	62.5	37.5	0.0	0.0	0.0	1.38
20-30 hrs.	(19)	61.1	38.9	0.0	0.0	0.0	1.39
Over 30 hrs.	(47)	71.1	28.9	0.0	0.0	0.0	1.29
Regular Education Teachers	75	72.0	17.3	8.0	1.3	0.0	1.40
Under 5 hrs.	(40)	71.0	15.8	10.5	2.6	0.0	1.42
5-10 hrs.	(20)	72.2	27.8	0.0	0.0	0.0	1.28
10-15 hrs.	(5)	60.0	40.0	0.0	0.0	0.0	1.40
15-20 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(5)	60.0	0.0	40.0	0.0	0.0	1.80
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Principals	74	56.8	32.4	9.5	0.0	0.0	1.50
Under 5 hrs.	(37)	42.9	42.9	11.4	0.0	0.0	1.63
5-10 hrs.	(17)	75.0	25.0	0.0	0.0	0.0	1.25
10-15 hrs.	(4)	50.0	25.0	25.0	0.0	0.0	1.75
15-20 hrs.	(5)	60.0	0.0	40.0	0.0	0.0	1.80
20-30 hrs.	(7)	71.4	28.6	0.0	0.0	0.0	1.29
Over 30 hrs.	(4)	75.0	25.0	0.0	0.0	0.0	1.25
Superintendents	38	63.2	28.9	2.6	2.6	0.0	1.40
Under 5 hrs.	(23)	4.3	52.2	39.1	4.3	0.0	1.48
5-10 hrs.	(13)	75.0	16.7	8.3	0.0	0.0	1.33
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0

TABLE 4: THE DESIRED AND ACTUAL PREPARATION OF SPECIAL EDUCATION DIRECTORS IN MISSOURI BY BACKGROUND AND TRAINING

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 1 - Fiscal procedures relating to general school administration				
All Directors	39	2.23	2.77	- .54
District Enrollment				
Less than 2,000	5	1.75	2.00	- .25
2,000-10,000	23	2.16	2.80	- .64
10,000-25,000	7	2.33	2.83	- .50
Over 25,000	4	2.50	3.25	- .75
Hours in Spec. Ed.				
0-10	10	2.10	2.30	- .20
11-30	11	2.09	2.57	- .48
31-50	14	2.50	3.28	- .78
Over 50	4	2.00	3.00	-1.00
Hours in Gen. Admin.				
0-10	10	2.70	3.20	- .50
11-30	16	2.00	2.90	- .90
31-50	9	2.44	2.41	.03
Over 50	4	1.50	2.00	- .50
Hours in Spec. Ed. Admin.				
1-10	34	2.09	2.85	- .76
11-20	5	3.00	2.20	.80
Years in Position				
0-4	23	2.00	2.68	- .68
5-12	12	2.67	2.69	- .02
13-20	4	2.25	3.25	-1.00
Primary Training				
School Administration	15	1.88	2.25	- .37
Special Education Teacher	15	2.46	3.31	- .85
Guidance and Counseling	6	1.50	2.50	-1.00
School Psychology	3	3.50	3.50	.00
Previous Position				
School Administration	15	2.00	2.36	- .36
Special Education Teacher	8	2.63	3.50	- .87
Guidance and Counseling	8	2.00	2.50	- .50
Special Education Director	3	2.25	2.50	- .25
School Psychology	2	3.50	3.50	.00
Other	3	2.00	3.33	-1.33

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 2 - Fiscal procedures relating to special education				
All Directors	39	1.59	2.21	- .62
District Enrollment				
Less than 2,000	5	1.75	2.00	- .25
2,000-10,000	23	1.60	2.20	- .60
10,000-25,000	7	1.83	2.33	- .50
Over 25,000	4	1.50	2.25	- .75
Hours in Spec. Ed.				
0-10	10	1.60	2.10	- .50
11-30	11	1.55	2.14	- .59
31-50	14	1.64	2.35	- .71
Over 50	4	1.50	2.00	- .50
Hours in Gen. Admin.				
0-10	10	1.60	2.00	- .40
11-30	16	1.56	2.54	- .98
31-50	9	1.67	1.83	- .16
Over 50	4	1.50	2.00	- .50
Hours in Spec. Ed. Admin.				
1-10	34	1.55	2.32	- .77
11-20	5	1.83	1.40	.43
Years in Position				
0-4	23	1.39	2.23	- .84
5-12	12	2.00	1.94	.06
13-20	4	1.50	2.00	- .50
Primary Training				
School Administration	15	1.56	1.94	- .38
Special Education Teacher	15	1.54	2.46	- .92
Guidance and Counseling	6	1.67	2.17	- .50
School Psychology	3	2.50	2.50	.00
Previous Position				
School Administration	15	1.50	2.14	- .64
Special Education Teacher	8	1.63	2.63	-1.00
Guidance and Counseling	8	2.00	2.25	- .25
Special Education Director	3	1.25	1.75	- .50
School Psychology	2	1.00	2.00	-1.00
Other	3	1.67	2.00	- .33

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 3 - Curriculum development and supervision				
All Directors	39	1.87	2.49	- .62
District Enrollment				
Less than 2,000	5	1.25	2.00	- .75
2,000-10,000	23	1.80	2.52	- .72
10,000-25,000	7	2.50	2.67	- .17
Over 25,000	4	1.50	2.50	-1.00
Hours in Spec. Ed.				
0-10	10	2.20	2.50	- .30
11-30	11	2.18	2.71	- .53
31-50	14	1.50	2.43	- .93
Over 50	4	1.50	2.25	- .75
Hours in Gen. Admin.				
0-10	10	1.90	2.60	- .70
11-30	16	1.94	2.60	- .66
31-50	9	1.78	2.08	- .30
Over 50	4	1.75	2.25	- .50
Hours in Spec. Ed. Admin.				
1-10	34	1.82	2.47	- .65
11-20	5	2.17	2.60	- .43
Years in Position				
0-4	23	1.78	2.59	- .81
5-12	12	1.92	2.56	- .64
13-20	4	2.25	1.75	.50
Primary Training				
School Administration	15	1.69	2.25	- .56
Special Education Teacher	15	1.54	2.39	- .85
Guidance and Counseling	6	2.50	3.00	- .50
School Psychology	3	2.50	3.00	- .50
Previous Position				
School Administration	15	1.86	2.43	- .57
Special Education Teacher	8	1.13	2.63	-1.50
Guidance and Counseling	8	2.50	2.75	- .25
Special Education Director	3	1.25	2.00	- .75
School Psychology	2	3.00	3.50	- .50
Other	3	1.33	2.00	- .67

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\bar{X}$	Actual $\bar{X}$	Difference (D-A)
Item 4 - Staff personnel selection and development				
All Directors	39	1.36	2.10	- .74
District Enrollment				
Less than 2,000	5	1.00	1.75	- .75
2,000-10,000	23	1.44	2.20	- .76
10,000-25,000	7	1.33	2.33	-1.00
Over 25,000	4	1.25	1.50	- .25
Hours in Spec. Ed.				
0-10	10	1.30	2.30	-1.00
11-30	11	1.46	1.73	- .27
31-50	14	1.36	2.28	- .92
Over 50	4	1.25	2.00	- .75
Hours in Gen. Admin.				
0-10	10	1.10	2.20	-1.10
11-30	16	1.63	2.41	- .78
31-50	9	1.33	1.58	- .25
Over 50	4	1.00	1.75	- .75
Hours in Spec. Ed. Admin.				
1-10	34	1.36	2.12	- .76
11-20	5	1.33	2.00	- .67
Years in Position				
0-4	23	1.48	2.23	- .75
5-12	12	1.08	1.75	- .67
13-20	4	1.50	1.50	.00
Primary Training				
School Administration	15	1.31	1.63	- .32
Special Education Teacher	15	1.23	2.23	-1.00
Guidance and Counseling	6	1.67	2.50	- .83
School Psychology	3	1.50	3.00	-1.50
Previous Position				
School Administration	15	1.29	1.93	- .64
Special Education Teacher	8	1.13	2.63	-1.50
Guidance and Counseling	8	1.50	2.25	- .75
Special Education Director	3	1.50	1.50	.00
School Psychology	2	1.50	2.50	-1.00
Other	3	1.67	1.67	.00

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 5 - School law				
All Directors	39	1.54	2.64	-1.10
District Enrollment				
Less than 2,000	5	1.75	2.25	- .50
2,000-10,000	23	1.68	2.68	-1.00
10,000-25,000	7	1.67	2.50	- .83
Over 25,000	4	1.25	3.00	-1.75
Hours in Spec. Ed.				
0-10	10	1.70	3.10	-1.40
11-30	11	1.46	2.33	- .77
31-50	14	1.57	2.64	-1.07
Over 50	4	1.25	3.00	- .75
Hours in Gen. Admin.				
0-10	10	1.40	2.90	-1.50
11-30	16	1.50	2.42	- .92
31-50	9	1.78	2.75	- .97
Over 50	4	1.50	2.25	- .75
Hours in Spec. Ed. Admin.				
1-10	34	1.46	2.71	-1.25
11-20	5	2.00	2.20	- .20
Years in Position				
0-4	23	1.35	2.55	-1.20
5-12	12	2.00	2.87	- .87
13-20	4	1.25	3.50	-2.25
Primary Training				
School Administration	15	1.63	2.56	- .93
Special Education Teacher	15	1.46	2.77	-1.31
Guidance and Counseling	6	1.17	2.33	-1.16
School Psychology	3	3.00	3.00	.00
Previous Position				
School Administration	15	1.71	2.57	- .86
Special Education Teacher	8	1.63	3.00	-1.37
Guidance and Counseling	8	1.38	2.50	-1.12
Special Education Director	3	1.00	2.25	-1.25
School Psychology	2	1.50	2.00	- .50
Other	3	1.67	3.33	-1.66

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\bar{X}$	Actual $\bar{X}$	Difference (D-A)
Item 6 - Collective negotions				
All Directors	39	3.69	4.21	- .52
District Enrollment				
Less than 2,000	5	3.75	3.25	- .50
2,000-10,000	23	3.56	4.40	- .84
10,000-25,000	7	4.17	3.67	.50
Over 25,000	4	3.00	4.75	-1.75
Hours in Spec. Ed.				
0-10	10	3.90	4.40	- .50
11-30	11	2.82	2.93	- .11
31-50	14	3.64	4.43	- .79
Over 50	4	3.00	3.75	- .75
Hours in Gen. Admin.				
0-10	10	3.10	4.20	-1.10
11-30	16	4.00	4.41	- .41
31-50	9	3.67	3.75	- .08
Over 50	4	4.00	4.00	.00
Hours in Spec. Ed. Admin.				
1-10	34	3.64	4.32	- .68
11-20	5	4.00	3.40	.60
Years in Position				
0-4	23	3.78	4.46	- .68
5-12	12	3.58	3.94	- .36
13-20	4	3.50	4.25	- .75
Primary Training				
School Administration	15	3.81	4.13	- .32
Special Education Teacher	15	3.23	4.15	- .92
Guidance and Counseling	6	3.67	4.17	- .50
School Psychology	3	4.00	4.75	- .75
Previous Position				
School Administration	15	4.21	4.21	.00
Special Education Teacher	8	3.38	4.50	-1.12
Guidance and Counseling	8	3.63	4.00	- .37
Special Education Director	3	2.75	3.50	- .75
School Psychology	2	4.50	4.50	.00
Other	3	3.00	4.67	-1.67

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 7 - School/community relations				
All Directors	39	1.44	2.00	- .56
District Enrollment				
Less than 2,000	5	1.00	1.75	- .75
2,000-10,000	23	1.52	2.04	- .52
10,000-25,000	7	1.67	1.83	- .16
Over 25,000	4	1.50	2.25	- .75
Hours in Spec. Ed.				
0-10	10	1.40	1.80	- .40
11-30	11	1.36	1.69	- .33
31-50	14	1.64	2.21	- .57
Over 50	4	1.00	3.00	-2.00
Hours in Gen. Admin.				
0-10	10	1.40	2.40	-1.00
11-30	16	1.50	2.16	- .66
31-50	9	1.44	1.58	- .14
Over 50	4	1.25	1.00	.25
Hours in Spec. Ed. Admin.				
1-10	34	1.49	2.00	- .51
11-20	5	1.17	2.00	- .83
Years in Position				
0-4	23	1.39	1.96	- .57
5-12	12	1.50	2.19	- .69
13-20	4	1.50	1.25	.25
Primary Training				
School Administration	15	1.50	1.63	- .13
Special Education Teacher	15	1.31	2.61	-1.30
Guidance and Counseling	6	1.17	1.50	- .33
School Psychology	3	2.50	2.25	.25
Previous Position				
School Administration	15	1.50	1.71	- .21
Special Education Teacher	8	1.50	2.88	-1.38
Guidance and Counseling	8	1.25	1.38	- .13
Special Education Director	3	1.00	2.00	-1.00
School Psychology	2	1.50	2.50	-1.00
Other	3	2.00	2.33	- .33

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\bar{X}$	Actual $\bar{X}$	Difference (D-A)
Item 8 - School Plant				
All Directors	39	2.54	3.15	- .61
District Enrollment				
Less than 2,000	5	2.50	1.75	.75
2,000-10,000	23	2.32	3.24	- .92
10,000-25,000	7	2.83	3.17	- .34
Over 25,000	4	3.00	4.00	-1.00
Hours in Spec. Ed.				
0-10	10	2.00	2.60	- .60
11-30	11	3.09	3.21	- .12
31-50	14	2.50	3.50	-1.00
Over 50	4	2.50	3.75	-1.25
Hours in Gen. Admin.				
0-10	10	2.50	3.50	-1.00
11-30	16	2.63	3.74	-1.11
31-50	9	2.33	2.42	- .09
Over 50	4	2.75	1.75	1.00
Hours in Spec. Ed. Admin.				
1-10	34	1.39	3.15	-1.76
11-20	5	3.33	3.20	.13
Years in Position				
0-4	23	2.61	3.27	- .66
5-12	12	2.33	3.19	- .86
13-20	4	2.75	3.25	- .50
Primary Training				
School Administration	15	2.50	2.56	- .06
Special Education Teacher	15	2.54	3.69	-1.15
Guidance and Counseling	6	2.00	3.17	-1.17
School Psychology	3	3.00	3.75	- .75
Previous Position				
School Administration	15	2.71	2.79	- .08
Special Education Teacher	8	2.38	3.75	-1.37
Guidance and Counseling	8	2.00	2.75	- .75
Special Education Director	3	2.75	3.50	- .75
School Psychology	2	4.00	4.50	- .50
Other	3	2.33	3.00	- .67

TABLE 4 (con't)

Instrument Item and SPEL Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 9 - Student personnel services				
All Directors	39	1.51	2.33	- .82
District Enrollment				
Less than 2,000	5	1.00	2.00	-1.00
2,000-10,000	23	1.56	2.20	- .64
10,000-25,000	7	1.83	2.67	- .84
Over 25,000	4	1.75	3.00	-1.25
Hours in Spec. Ed.				
0-10	10	1.40	2.20	- .80
11-30	11	1.56	2.60	-1.04
31-50	14	1.57	2.21	- .64
Over 50	4	1.50	3.00	-1.50
Hours in Gen. Admin.				
0-10	10	1.80	2.70	- .90
11-30	16	1.38	2.39	-1.01
31-50	9	1.56	1.75	- .19
Over 50	4	1.25	2.25	-1.00
Hours in Spec. Ed. Admin.				
1-10	34	1.52	2.32	- .80
11-20	5	1.50	2.40	- .90
Years in Position				
0-4	23	1.48	2.36	- .88
5-12	12	1.58	2.44	- .86
13-20	4	1.50	2.00	.50
Primary Training				
School Administration	15	1.50	2.19	- .69
Special Education Teacher	15	1.62	2.85	-1.23
Guidance and Counseling	6	1.50	1.67	- .17
School Psychology	3	1.75	2.25	- .50
Previous Position				
School Administration	15	1.43	2.50	-1.07
Special Education Teacher	8	1.50	2.75	-1.25
Guidance and Counseling	8	1.38	1.50	- .12
Special Education Director	3	1.25	2.25	-1.00
School Psychology	2	1.50	3.00	-1.50
Other	3	2.67	2.33	.34

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 10 - Social environment				
All Directors	39	2.28	2.54	- .26
District Enrollment				
Less than 2,000	5	1.75	2.00	- .25
2,000-10,000	23	2.28	2.44	- .16
10,000-25,000	7	2.50	2.83	- .33
Over 25,000	4	2.00	3.25	-1.25
Hours in Spec. Ed.				
0-10	10	2.20	2.70	- .50
11-30	11	2.27	2.37	- .10
31-50	14	2.21	2.64	- .43
Over 50	4	2.75	2.50	.25
Hours in Gen. Admin.				
0-10	10	2.50	2.80	- .30
11-30	16	2.25	2.63	- .38
31-50	9	2.22	2.33	- .11
Over 50	4	2.00	2.25	- .25
Hours in Spec. Ed. Admin.				
1-10	34	2.18	2.59	- .41
11-20	5	2.83	2.20	.63
Years in Position				
0-4	23	2.35	2.41	- .06
5-12	12	2.08	2.87	- .79
13-20	4	2.50	3.50	-1.00
Primary Training				
School Administration	15	2.06	2.56	- .50
Special Education Teacher	15	2.31	2.77	- .46
Guidance and Counseling	6	2.17	2.17	.00
School Psychology	3	2.75	2.25	.50
Previous Position				
School Administration	15	2.21	2.50	- .29
Special Education Teacher	8	2.50	2.75	- .25
Guidance and Counseling	8	2.13	2.00	.13
Special Education Director	3	2.50	3.00	- .50
School Psychology	2	3.50	2.00	1.50
Other	3	2.00	3.33	-1.33

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\bar{X}$	Actual $\bar{X}$	Difference (D-A)
Item 11 - Organization and management of schools				
All Directors	39	1.97	2.21	- .24
District Enrollment				
Less than 2,000	5	1.25	1.50	- .25
2,000-10,000	23	2.20	2.16	.04
10,000-25,000	7	2.17	2.33	- .16
Over 25,000	4	1.75	3.00	-1.25
Hours in Spec. Ed.				
0-10	10	1.80	2.10	- .30
11-30	11	2.09	2.03	.06
31-50	14	2.00	2.57	- .57
Over 50	4	2.00	2.00	- .00
Hours in Gen. Admin.				
0-10	10	1.90	2.90	-1.00
11-30	16	2.13	2.14	- .01
31-50	9	2.00	1.83	.17
Over 50	4	1.50	1.75	- .25
Hours in Spec. Ed. Admin.				
1-10	34	1.82	2.24	- .42
11-20	5	2.83	2.00	.83
Years in Position				
0-4	23	2.04	2.00	.04
5-12	12	1.83	2.37	- .54
13-20	4	2.00	2.75	- .75
Primary Training				
School Administration	15	1.69	1.81	- .12
Special Education Teacher	15	2.15	2.54	- .39
Guidance and Counseling	6	1.67	2.17	- .50
School Psychology	3	3.75	2.75	1.00
Previous Position				
School Administration	15	1.79	1.93	- .14
Special Education Teacher	8	2.13	2.63	- .50
Guidance and Counseling	8	1.63	1.88	- .25
Special Education Director	3	2.50	2.00	.50
School Psychology	2	3.00	3.50	- .50
Other	3	2.00	2.67	- .67

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 12 - Administrative theory and principles				
All Directors	39	2.21	2.41	- .20
District Enrollment				
Less than 2,000	5	2.75	2.50	.25
2,000-10,000	23	1.84	2.36	- .52
10,000-25,000	7	2.50	2.50	.00
Over 25,000	4	2.50	2.50	.00
Hours in Spec. Ed.				
0-10	10	2.20	2.70	- .50
11-30	11	2.09	2.09	.00
31-50	14	2.43	2.64	- .21
Over 50	4	1.75	2.25	- .50
Hours in Gen. Admin.				
0-10	10	2.30	3.00	- .70
11-30	16	2.06	2.07	- .01
31-50	9	2.56	2.50	.06
Over 50	4	1.75	2.25	- .50
Hours in Spec. Ed. Admin.				
1-10	34	2.12	2.35	- .23
11-20	5	2.67	2.80	- .13
Years in Position				
0-4	23	1.91	2.14	- .23
5-12	12	2.67	2.69	- .02
13-20	4	2.50	2.25	.25
Primary Training				
School Administration	15	2.31	2.31	.00
Special Education Teacher	15	1.92	2.46	- .54
Guidance and Counseling	6	2.00	2.17	- .17
School Psychology	3	2.00	3.00	-1.00
Previous Position				
School Administration	15	2.43	2.57	- .14
Special Education Teacher	8	1.88	2.63	- .75
Guidance and Counseling	8	1.88	2.13	- .25
Special Education Director	3	1.75	1.75	.00
School Psychology	2	3.50	3.00	.50
Other	3	2.67	2.33	.34

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 13 - Testing and diagnosis				
All Directors	39	1.26	1.90	- .64
District Enrollment				
Less than 2,000	5	1.00	2.50	-1.50
2,000-10,000	23	1.20	1.72	- .52
10,000-25,000	7	1.67	2.17	- .50
Over 25,000	4	1.25	2.00	- .75
Hours in Spec. Ed.				
0-10	10	1.40	2.50	-1.10
11-30	11	1.27	1.71	- .44
31-50	14	1.21	1.78	- .57
Over 50	4	1.00	1.50	- .50
Hours in Gen. Admin.				
0-10	10	1.20	1.20	.00
11-30	16	1.19	1.84	- .65
31-50	9	1.44	2.25	- .81
Over 50	4	1.25	2.75	-1.50
Hours in Spec. Ed. Admin.				
1-10	34	1.27	1.94	- .67
11-20	5	1.17	1.60	- .43
Years in Position				
0-4	23	1.22	1.96	- .74
5-12	12	1.33	2.06	- .73
13-20	4	1.25	1.50	- .25
Primary Training				
School Administration	15	1.31	2.56	-1.25
Special Education Teacher	15	1.23	1.77	- .54
Guidance and Counseling	6	1.17	1.00	.17
School Psychology	3	1.25	1.25	.00
Previous Position				
School Administration	15	1.43	2.64	-1.21
Special Education Teacher	8	1.13	1.50	- .37
Guidance and Counseling	8	1.25	1.00	.25
Special Education Director	3	1.00	2.00	-1.00
School Psychology	2	1.00	1.00	.00
Other	3	1.33	2.33	-1.00

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 14 - Identification and placement of exceptional children				
All Directors	39	1.18	1.69	- .51
District Enrollment				
Less than 2,000	5	1.00	2.00	-1.00
2,000-10,000	23	1.28	1.52	- .24
10,000-25,000	7	1.50	2.33	- .83
Over 25,000	4	1.25	1.50	- .25
Hours in Spec. Ed.				
0-10	10	1.00	2.30	-1.30
11-30	11	1.36	1.55	- .19
31-50	14	1.21	1.29	- .08
Over 50	4	1.00	1.75	- .75
Hours in Gen. Admin.				
0-10	10	1.00	1.20	- .20
11-30	16	1.25	1.80	- .55
31-50	9	1.22	1.50	- .28
Over 50	4	1.25	2.50	-1.25
Hours in Spec. Ed. Admin.				
1-10	34	1.15	1.77	- .62
11-20	5	1.33	1.20	.13
Years in Position				
0-4	23	1.09	1.77	- .68
5-12	12	1.25	1.56	- .31
13-20	4	1.50	1.75	- .25
Primary Training				
School Administration	15	1.25	2.06	- .81
Special Education Teacher	15	1.18	1.44	- .26
Guidance and Counseling	6	1.17	1.67	- .50
School Psychology	3	1.00	2.25	-1.25
Previous Position				
School Administration	15	1.43	2.14	- .71
Special Education Teacher	8	1.00	1.63	- .63
Guidance and Counseling	8	1.25	1.50	- .25
Special Education Director	3	1.00	1.00	.00
School Psychology	2	1.50	1.00	.50
Other	3	1.67	1.67	.00

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 15 - Historical perspectives of special education				
All Directors	39	3.00	2.74	.26
District Enrollment				
Less than 2,000	5	3.00	2.50	.50
2,000-10,000	23	2.84	2.84	.00
10,000-25,000	7	3.00	2.67	.33
Over 25,000	4	3.00	2.50	.50
Hours in Spec. Ed.				
0-10	10	3.00	3.20	- .20
11-30	11	2.91	2.77	.14
31-50	14	3.14	2.50	.64
Over 50	4	2.75	2.00	.75
Hours in Gen. Admin.				
0-10	10	2.80	2.30	.50
11-30	16	2.81	2.98	- .17
31-50	9	3.78	2.42	1.36
Over 50	4	2.50	3.50	-1.00
Hours in Spec. Ed. Admin.				
1-10	34	2.85	2.82	.03
11-20	5	3.83	2.20	1.63
Years in Position				
0-4	23	2.91	2.91	.00
5-12	12	3.17	2.81	.36
13-20	4	3.00	2.50	.50
Primary Training				
School Administration	15	3.00	3.00	.00
Special Education Teacher	15	2.54	2.15	.39
Guidance and Counseling	6	2.83	3.17	- .31
School Psychology	3	3.75	3.00	.75
Previous Position				
School Administration	15	3.07	3.00	.07
Special Education Teacher	8	2.88	2.25	.63
Guidance and Counseling	8	2.88	2.88	.00
Special Education Director	3	2.25	2.25	.00
School Psychology	2	4.50	3.00	1.50
Other	3	3.33	3.00	.33

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 16 - Legal issues of special education				
All Directors	39	1.36	1.82	- .46
District Enrollment				
Less than 2,000	5	1.75	2.00	- .25
2,000-10,000	23	1.28	1.72	- .44
10,000-25,000	7	1.67	1.83	- .16
Over 25,000	4	1.00	2.25	-1.25
Hours in Spec. Ed.				
0-10	10	1.50	2.40	- .90
11-30	11	1.36	2.05	- .69
31-50	14	1.36	1.36	.00
Over 50	4	1.00	1.50	- .50
Hours in Gen. Admin.				
0-10	10	1.20	1.40	- .20
11-30	16	1.25	1.88	- .63
31-50	9	1.56	1.67	- .11
Over 50	4	1.75	2.25	- .50
Hours in Spec. Ed. Admin.				
1-10	34	1.27	1.91	- .64
11-20	5	1.83	1.20	.63
Years in Position				
0-4	23	1.26	1.73	- .47
5-12	12	1.67	2.50	- .83
13-20	4	1.00	1.50	- .50
Primary Training				
School Administration	15	1.69	2.25	- .56
Special Education Teacher	15	1.18	1.46	- .28
Guidance and Counseling	6	1.33	1.67	- .34
School Psychology	3	1.00	1.50	- .50
Previous Position				
School Administration	15	1.71	2.36	- .65
Special Education Teacher	8	1.00	1.38	- .38
Guidance and Counseling	8	1.25	1.63	- .38
Special Education Director	3	1.00	1.25	- .25
School Psychology	2	1.00	1.50	- .50
Other	3	1.67	2.00	- .33

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 17 - Instructional techniques and remediation				
All Directors	39	1.67	2.23	- .56
District Enrollment				
Less than 2,000	5	1.00	2.50	-1.50
2,000-10,000	23	1.64	2.08	- .44
10,000-25,000	7	2.17	2.67	- .50
Over 25,000	4	2.00	2.25	- .25
Hours in Spec. Ed.				
0-10	10	1.90	3.40	-1.50
11-30	11	2.00	2.27	- .27
31-50	14	1.36	1.57	- .21
Over 50	4	1.25	1.50	- .25
Hours in Gen. Admin.				
0-10	10	1.40	1.60	- .20
11-30	16	1.81	2.30	- .49
31-50	9	1.67	2.17	- .50
Over 50	4	1.75	3.00	-1.25
Hours in Spec. Ed. Admin.				
1-10	34	1.67	2.32	- .65
11-20	5	1.67	1.60	.07
Years in Position				
0-4	23	1.70	2.23	- .53
5-12	12	1.50	2.19	- .69
13-20	4	2.00	2.25	- .25
Primary Training				
School Administration	15	1.69	2.56	- .87
Special Education Teacher	15	1.46	1.77	- .31
Guidance and Counseling	6	2.00	2.50	- .50
School Psychology	3	2.00	2.00	.00
Previous Position				
School Administration	15	1.79	2.71	- .92
Special Education Teacher	8	1.26	1.50	- .24
Guidance and Counseling	8	1.88	2.38	- .50
Special Education Director	3	1.50	1.75	- .25
School Psychology	2	2.00	2.00	- .00
Other	3	1.67	2.33	- .66

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 18 - Parent counseling				
All Directors	39	1.54	2.12	- .58
District Enrollment				
Less than 2,000	5	1.25	2.50	-1.25
2,000-10,000	23	1.48	2.12	- .64
10,000-25,000	7	1.67	2.00	- .33
Over 25,000	4	1.75	2.00	- .25
Hours in Spec. Ed.				
0-10	10	1.50	2.10	- .60
11-30	11	1.73	1.75	- .02
31-50	14	1.50	2.43	- .93
Over 50	4	1.25	2.00	- .75
Hours in Gen. Admin.				
0-10	10	1.40	1.80	- .40
11-30	16	1.75	2.49	- .74
31-50	9	1.56	2.09	- .53
Over 50	4	1.00	1.25	- .25
Hours in Spec. Ed. Admin.				
1-10	34	1.58	2.18	- .60
11-20	5	1.33	1.80	- .47
Years in Position				
0-4	23	1.61	2.27	- .66
5-12	12	1.33	1.87	- .54
13-20	4	1.75	1.75	.00
Primary Training				
School Administration	15	1.56	2.13	- .57
Special Education Teacher	15	1.46	2.31	- .85
Guidance and Counseling	6	1.67	2.00	- .33
School Psychology	3	1.25	1.75	- .50
Previous Position				
School Administration	15	1.71	2.00	- .29
Special Education Teacher	8	1.13	2.25	-1.12
Guidance and Counseling	8	1.50	1.75	- .25
Special Education Director	3	1.50	2.50	-1.00
School Psychology	2	2.00	1.50	.50
Other	3	1.67	3.33	-1.66

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 19 - Cognitive development				
All Directors	39	2.03	2.39	- .36*
District Enrollment				
Less than 2,000	5	1.75	2.25	- .50
2,000-10,000	23	1.96	2.32	- .36
10,000-25,000	7	2.33	2.50	- .17
Over 25,000	4	2.50	2.75	- .25
Hours in Spec. Ed.				
0-10	10	2.10	2.80	- .70
11-30	11	2.27	2.52	- .25
31-50	14	1.79	2.14	- .35
Over 50	4	2.00	2.00	.00
Hours in Gen. Admin.				
0-10	10	1.90	2.10	- .20
11-30	16	2.06	2.49	- .43
31-50	9	2.22	2.34	- .12
Over 50	4	1.75	2.25	- .50
Hours in Spec. Ed. Admin.				
1-10	34	1.94	2.38	- .44
11-20	5	2.50	2.40	.10
Years in Position				
0-4	23	1.83	2.36	- .53
5-12	12	2.25	2.50	- .25
13-20	4	2.50	2.25	.25
Primary Training				
School Administration	15	1.94	2.31	- .37
Special Education Teacher	15	1.92	2.31	- .39
Guidance and Counseling	6	2.33	2.67	- .34
School Psychology	3	2.50	2.50	.00
Previous Position				
School Administration	15	2.07	2.43	- .36
Special Education Teacher	8	1.63	2.25	- .62
Guidance and Counseling	8	2.25	2.50	- .25
Special Education Director	3	2.25	2.25	.00
School Psychology	2	2.50	2.00	.50
Other	3	2.00	2.67	- .67

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\bar{X}$	Actual $\bar{X}$	Difference (D-A)
Item 20 - Behavior management				
All Directors	39	1.80	2.23	- .43
District Enrollment				
Less than 2,000	5	1.25	2.50	-1.25
2,000-10,000	23	1.68	2.20	- .52
10,000-25,000	7	2.17	2.17	.00
Over 25,000	4	2.25	2.25	.00
Hours in Spec. Ed.				
0-10	10	1.70	2.50	- .80
11-30	11	2.00	2.20	- .20
31-50	14	1.64	2.14	- .50
Over 50	4	2.00	2.00	.00
Hours in Gen. Admin.				
0-10	10	1.90	2.10	- .20
11-30	16	2.00	2.36	- .36
31-50	9	1.44	1.75	- .31
Over 50	4	1.50	2.75	-1.25
Hours in Spec. Ed. Admin.				
1-10	34	1.79	2.29	- .50
11-20	5	1.83	1.80	.03
Years in Position				
0-4	23	1.78	2.27	- .49
5-12	12	1.67	2.25	- .58
13-20	4	2.25	2.25	.00
Primary Training				
School Administration	15	1.63	2.31	- .68
Special Education Teacher	15	1.85	2.08	- .23
Guidance and Counseling	6	2.00	2.50	- .50
School Psychology	3	1.75	1.75	.00
Previous Position				
School Administration	15	1.71	2.36	- .65
Special Education Teacher	8		2.00	
Guidance and Counseling	8	1.75	2.13	- .38
Special Education Director	3	2.00	2.25	- .25
School Psychology	2	2.50	2.00	.50
Other	3	2.00	2.67	- .67

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\bar{X}$	Actual $\bar{X}$	Difference (D-A)
Item 21 - Clinical observations and internship in special education				
All Directors	39	2.00	2.85	- .85
District Enrollment				
Less than 2,000	5	1.75	3.25	-1.50
2,000-10,000	23	2.00	2.76	- .76
10,000-25,000	7	2.17	2.50	- .33
Over 25,000	4	2.75	3.50	- .75
Hours in Spec. Ed.				
0-10	10	2.20	4.10	-1.90
11-30	11	1.91	2.73	- .82
31-50	14	2.00	2.42	- .42
Over 50	4	1.75	1.50	.25
Hours in Gen. Admin.				
0-10	10	1.70	2.40	- .70
11-30	16	2.13	2.89	- .76
31-50	9	2.22	2.50	- .28
Over 50	4	1.75	3.75	-2.00
Hours in Spec. Ed. Admin.				
1-10	34	2.00	3.03	-1.03
11-20	5	2.00	1.60	.40
Years in Position				
0-4	23	1.74	2.91	-1.17
5-12	12	2.25	3.31	-1.06
13-20	4	2.75	2.50	.25
Primary Training				
School Administration	15	2.06	3.38	-1.32
Special Education Teacher	15	1.62	2.23	- .61
Guidance and Counseling	6	1.67	2.83	-1.16
School Psychology	3	4.25	2.75	1.50
Previous Position				
School Administration	15	2.21	3.50	-2.29
Special Education Teacher	8	1.88	2.25	- .37
Guidance and Counseling	8	2.00	2.88	- .88
Special Education Director	3	1.25	2.00	- .75
School Psychology	2	2.50	1.50	1.00
Other	3	2.00	3.33	-1.33

TABLE 4 (con't)

Instrument Item and SPFD Director Descriptive Category	n	Desired $\bar{X}$	Actual $\bar{X}$	Difference (D-A)
Item 22 - Guidance and counseling				
All Directors	39	1.87	2.56	- .69
District Enrollment				
Less than 2,000	5	1.25	3.00	-1.75
2,000-10,000	23	1.80	2.36	- .56
10,000-25,000	7	2.17	2.83	- .66
Over 25,000	4	1.75	3.00	-1.25
Hours in Spec. Ed.				
0-10	10	2.00	2.80	- .80
11-30	11	1.56	2.16	- .60
31-50	14	1.86	2.93	-1.07
Over 50	4	2.50	2.25	.25
Hours in Gen. Admin.				
0-10	10	2.30	2.30	.00
11-30	16	1.75	2.62	- .87
31-50	9	1.67	2.42	- .75
Over 50	4	1.75	3.25	-1.50
Hours in Spec. Ed. Admin.				
1-10	34	1.88	2.59	- .71
11-20	5	1.83	2.40	- .57
Years in Position				
0-4	23	2.00	2.68	- .68
5-12	12	1.67	2.44	- .77
13-20	4	1.75	2.25	- .50
Primary Training				
School Administration	15	1.63	2.94	-1.31
Special Education Teacher	15	2.15	2.85	- .70
Guidance and Counseling	6	1.67	1.00	- .67
School Psychology	3	1.50	2.50	-1.00
Previous Position				
School Administration	15	1.71	3.00	- .29
Special Education Teacher	8	1.75	2.63	- .88
Guidance and Counseling	8	1.50	1.13	.37
Special Education Director	3	2.75	3.00	- .25
School Psychology	2	3.00	2.50	1.50
Other	3	2.00	3.67	-1.67

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 23 - Characteristics of exceptional children				
All Directors	39	1.46	1.74	- .28
District Enrollment				
Less than 2,000	5	1.00	2.50	-1.50
2,000-10,000	23	1.40	1.64	- .24
10,000-25,000	7	1.67	1.83	- .16
Over 25,000	4	2.00	1.50	- .50
Hours in Spec. Ed.				
0-10	10	1.60	2.70	-1.10
11-30	11	1.46	1.48	- .02
31-50	14	1.29	1.28	.01
Over 50	4	1.75	1.50	.25
Hours in Gen. Admin.				
0-10	10	1.40	1.40	.00
11-30	16	1.63	1.84	- .21
31-50	9	1.22	1.50	- .28
Over 50	4	1.50	2.25	- .75
Hours in Spec. Ed. Admin.				
1-10	34	1.49	1.82	- .33
11-20	5	1.33	1.20	.13
Years in Position				
0-4	23	1.43	1.77	- .34
5-12	12	1.33	1.44	- .11
13-20	4	2.00	1.50	.50
Primary Training				
School Administration	15	1.38	1.94	- .56
Special Education Teacher	15	1.46	1.31	.15
Guidance and Counseling	6	1.33	2.17	- .84
School Psychology	3	2.00	1.75	.25
Previous Position				
School Administration	15	1.43	2.00	- .57
Special Education Teacher	8	1.50	1.50	.00
Guidance and Counseling	8	1.38	2.00	- .62
Special Education Director	3	1.25	1.00	.25
School Psychology	2	2.00	1.50	.50
Other	3	1.67	1.67	.00

TABLE 4 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 24 - Instructional programming for exceptional children				
All Directors	39	1.51	2.10	- .59
District Enrollment				
Less than 2,000	5	1.00	2.75	-1.75
2,000-10,000	23	1.52	1.92	- .40
10,000-25,000	7	1.67	2.50	- .83
Over 25,000	4	1.50	2.00	- .50
Hours in Spec. Ed.				
0-10	[illegible]	2.10	3.10	-1.00
11-30	11	1.46	2.27	- .81
31-50	14	1.21	1.50	- .29
Over 50	4	1.25	1.25	.00
Hours in Gen. Admin.				
0-10	10	1.20	1.60	- .40
11-30	16	1.69	2.26	- .57
31-50	9	1.44	1.75	- .31
Over 50	4	1.75	2.75	-1.00
Hours in Spec. Ed. Admin.				
1-10	34	1.55	2.21	- .66
11-20	5	1.33	1.40	- .07
Years in Position				
0-4	23	1.52	2.09	- .57
5-12	12	1.50	2.06	- .56
13-20	4	1.50	1.75	- .25
Primary Training				
School Administration	15	1.63	2.50	- .87
Special Education Teacher	15	1.23	1.54	- .31
Guidance and Counseling	6	1.50	2.17	- .67
School Psychology	3	1.75	2.50	- .75
Previous Position				
School Administration	15	[illegible]	2.71	-1.07
Special Education Teacher	8	1.38	1.50	- .12
Guidance and Counseling	8	1.63	2.00	- .37
Special Education Director	3	1.00	1.25	- .25
School Psychology	2	1.50	2.50	-1.00
Other	3	1.67	2.00	- .33

TABLE 5

t-TEST OF SIGNIFICANCE BETWEEN DESIRED AND ACTUAL PREPARATION AREAS FOR SPECIAL EDUCATION DIRECTORS

Item	Desired Mean	Actual Mean	Degrees of Freedom	t Value	Significance Level
1 - Fiscal procedures-General administration	2.23	2.77	38	-2.88	.006*
2 - Fiscal procedures-Special education	1.59	2.21	38	-3.38	.002*
3 - Curriculum development and supervision	1.87	2.49	38	-3.38	.002*
4 - Staff personnel selection and development	1.36	2.15	38	-4.31	.000*
5 - School law	1.54	2.69	38	-6.22	.000*
6 - Collective negotiations	3.69	4.13	38	-2.10	.042*
7 - School-community relations	1.44	2.08	38	-3.86	.000*
8 - School plant	2.54	3.13	38	-2.94	.005*
9 - Student personnel services	1.51	2.31	38	-5.96	.000*
10 - Social environment	2.28	2.51	38	-1.27	.212
11 - Organization and management of schools	1.97	2.21	38	-1.20	.238
12 - Administrative theory and principles	2.21	2.44	38	-1.42	.163
13 - Testing and diagnosis	1.26	1.87	38	-3.99	.000*
14 - Identification and placement of exceptional children	1.18	1.72	38	-3.29	.002*

TABLE 5 (con't)

Item	Desired Mean	Actual Mean	Degrees of Freedom	t Value	Significance Level
15 - Historical perspectives of special education	3.00	2.77	38	1.07	.291
16 - Legal issues of special education	1.36	1.77	38	-2.82	.008*
17 - Instructional techniques and remediation	1.67	2.21	38	-3.57	.001*
18 - Parent counseling	1.54	2.18	38	-3.60	.001*
19 - Cognitive development	2.03	2.36	38	-2.32	.026
20 - Behavior management	1.79	2.31	38	-3.06	.004*
21 - Clinical observation and internship in special education	2.00	2.79	38	-3.33	.002*
22 - Guidance and counseling	1.86	2.51	38	-3.39	.002*
23 - Characteristics of exceptional children	1.46	1.77	38	-2.15	.038*
24 - Instructional program for exceptional children	1.51	2.05	38	-3.68	.001*

*Significant at the .05 level or beyond

TABLE 6: THE DESIRED AND ACTUAL JOB ACTIVITIES OF SPECIAL EDUCATION DIRECTORS IN MISSOURI BY BACKGROUND AND TRAINING

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 1 - Direct services to children				
All Directors	39	2.90	3.85	- .95
District Enrollment				
Less than 2,000	5	3.25	5.00	-1.75
2,000-10,000	23	3.00	3.96	- .96
10,000-25,000	7	2.86	3.00	- .14
Over 25,000	4	3.25	5.00	-1.75
Hours in Spec. Ed.				
0-10	10	2.80	3.60	- .80
11-30	11	3.00	4.00	-1.00
31-50	14	2.79	4.00	-1.21
Over 50	4	3.25	3.50	- .50
Hours in Gen. Admin.				
0-10	10	2.80	4.00	-1.20
11-30	16	2.88	3.69	- .81
31-50	9	3.22	4.22	-1.00
Over 50	4	2.50	3.25	- .75
Hours in Spec. Ed. Admin.				
1-10	34	2.88	3.94	-1.06
11-20	5	3.00	3.33	- .33
Years in Position				
0-4	23	3.04	4.04	-1.00
5-12	12	2.50	2.92	- .42
13-20	4	3.25	5.00	-1.75
Primary Training				
School Administration	15	2.65	3.56	- .91
Special Education Teacher	15	3.00	3.62	- .62
Guidance and Counseling	6	3.67	5.00	-1.33
School Psychology	3	2.50	4.00	-1.50
Previous Position				
School Administration	15	2.93	3.57	- .64
Special Education Teacher	8	2.63	3.25	- .62
Guidance and Counseling	8	3.00	4.13	-1.13
Special Education Director	3	3.25	4.50	-1.25
School Psychology	2	3.50	4.50	-1.00
Other	3	2.33	4.67	-2.34

TABLE 6 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 2 - Supervising and evaluating teachers				
All Directors	39	2.49	3.18	- .69
District Enrollment				
Less than 2,000	5	2.25	3.50	-1.25
2,000-10,000	23	2.58	3.13	- .55
10,000-25,000	7	2.57	2.29	.28
Over 25,000	4	2.00	3.50	-1.50
Hours in Spec. Ed.				
0-10	10	2.30	3.30	-1.00
11-30	11	2.73	3.09	- .76
31-50	14	2.43	3.38	- .95
Over 50	4	2.50	2.50	.00
Hours in Gen. Admin.				
0-10	10	2.20	3.40	-1.20
11-30	16	2.50	3.00	- .50
31-50	9	2.78	3.33	- .55
Over 50	4	2.50	3.00	- .50
Hours in Spec. Ed. Admin.				
1-10	34	2.52	3.18	- .66
11-20	5	2.33	3.17	- .84
Years in Position				
0-4	23	2.39	3.22	- .83
5-12	12	2.75	2.75	.00
13-20	4	2.25	3.50	-1.25
Primary Training				
School Administration	15	2.31	3.00	- .69
Special Education Teacher	15	2.54	3.00	- .46
Guidance and Counseling	6	2.33	3.50	-1.17
School Psychology	3	3.25	4.00	- .75
Previous Position				
School Administration	15	2.50	3.21	- .71
Special Education Teacher	8	2.50	2.38	.12
Guidance and Counseling	8	2.63	3.50	- .87
Special Education Director	3	2.50	3.50	-1.00
School Psychology	2	2.00	4.00	-2.00
Other	3	2.33	3.33	-1.00

TABLE 6 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 3 - Parent conferences				
All Directors	39	2.39	2.56	- .17
District Enrollment				
Less than 2,000	5	2.75	3.25	- .50
2,000-10,000	23	2.33	2.54	- .21
10,000-25,000	7	2.29	2.57	- .28
Over 25,000	4	2.50	2.75	- .25
Hours in Spec. Ed.				
0-10	10	2.20	2.30	- .10
11-30	11	2.82	2.82	.00
31-50	14	2.14	2.71	- .57
Over 50	4	2.50	2.00	.50
Hours in Gen. Admin.				
0-10	10	2.00	2.50	- .50
11-30	16	2.38	2.50	- .12
31-50	9	2.67	3.00	- .33
Over 50	4	2.75	2.00	.75
Hours in Spec. Ed. Admin.				
1-10	34	2.36	2.49	- .13
11-20	5	2.50	3.00	- .50
Years in Position				
0-4	23	2.26	2.48	- .22
5-12	12	2.50	2.33	.17
13-20	4	2.75	3.25	- .50
Primary Training				
School Administration	15	2.50	2.44	.06
Special Education Teacher	15	2.31	2.46	- .15
Guidance and Counseling	6	2.33	3.00	- .67
School Psychology	3	2.25	2.75	- .50
Previous Position				
School Administration	15	2.64	2.29	.35
Special Education Teacher	8	2.00	2.00	.00
Guidance and Counseling	8	2.25	2.75	- .50
Special Education Director	3	2.75	2.75	.00
School Psychology	2	2.50	4.00	-1.50
Other	3	2.00	3.67	-1.67

TABLE 6 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\bar{X}$	Actual $\bar{X}$	Difference (D-A)
Item 4 - In service training				
All Directors	39	1.90	2.51	- .61
District Enrollment				
Less than 2,000	5	1.50	2.25	- .75
2,000-10,000	23	1.75	2.50	- .75
10,000-25,000	7	2.14	2.57	- .43
Over 25,000	4	1.50	2.25	- .75
Hours in Spec. Ed.				
0-10	10	2.00	2.60	- .60
11-30	11	1.64	2.09	- .45
31-50	14	1.86	2.64	- .78
Over 50	4	2.50	3.00	- .50
Hours in Gen. Admin.				
0-10	10	2.20	3.00	- .80
11-30	16	1.56	2.56	-1.00
31-50	9	1.89	1.89	.00
Over 50	4	2.50	2.50	.00
Hours in Spec. Ed. Admin.				
1-10	34	1.76	2.42	- .66
11-20	5	2.67	3.00	- .33
Years in Position				
0-4	23	1.87	2.57	- .70
5-12	12	2.08	2.42	- .34
13-20	4	1.50	2.25	- .75
Primary Training				
School Administration	15	1.81	2.19	- .38
Special Education Teacher	15	2.23	2.77	- .54
Guidance and Counseling	6	1.33	2.50	-1.17
School Psychology	3	2.00	3.00	-1.00
Previous Position				
School Administration	15	2.07	2.43	- .36
Special Education Teacher	8	2.38	3.25	- .87
Guidance and Counseling	8	1.50	2.38	- .88
Special Education Director	3	1.50	1.50	.00
School Psychology	2	2.00	2.50	- .50
Other	3	1.33	2.67	-1.34

TABLE 6 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 5 - Budget preparation				
All Directors	39	2.31	2.41	- .10
District Enrollment				
Less than 2,000	5	2.25	1.75	.50
2,000-10,000	23	2.04	2.25	- .21
10,000-25,000	7	2.71	2.57	.14
Over 25,000	4	2.25	2.25	.00
Hours in Spec. Ed.				
0-10	10	2.20	2.50	- .30
11-30	11	2.27	2.00	.27
31-50	14	2.50	2.64	- .14
Over 50	4	2.00	2.50	- .50
Hours in Gen. Admin.				
0-10	10	2.40	2.80	- .40
11-30	16	2.13	2.19	- .06
31-50	9	2.22	2.33	- .11
Over 50	4	3.00	2.50	.50
Hours in Spec. Ed. Admin.				
1-10	34	2.15	2.33	- .18
11-20	5	3.17	2.83	.34
Years in Position				
0-4	23	2.17	2.48	- .31
5-12	12	2.58	2.42	.16
13-20	4	2.50	1.75	.75
Primary Training				
School Administration	15	2.19	2.19	.00
Special Education Teacher	15	2.54	2.77	- .23
Guidance and Counseling	6	1.67	1.83	- .16
School Psychology	3	3.00	3.00	.00
Previous Position				
School Administration	15	2.64	2.57	.07
Special Education Teacher	8	2.38	3.38	-1.00
Guidance and Counseling	8	1.88	2.13	- .25
Special Education Director	3	2.00	1.50	.50
School Psychology	2	2.50	1.50	1.00
Other	3	2.00	1.67	.33

TABLE 5 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 6 - Research				
All Directors	39	2.72	4.00	-1.28
District Enrollment				
Less than 2,000	5	2.50	5.00	-2.50
2,000-10,000	23	2.63	3.75	-1.12
10,000-25,000	7	3.29	4.29	-1.00
Over 25,000	4	1.50	5.00	-3.50
Hours in Spec. Ed.				
0-10	10	2.70	4.00	-1.30
11-30	11	2.91	3.82	- .91
31-50	14	2.36	4.21	-1.85
Over 50	4	3.50	3.75	- .25
Hours in Gen. Admin.				
0-10	10	3.00	4.70	-1.70
11-30	16	2.31	3.88	-1.57
31-50	9	3.00	3.56	- .56
Over 50	4	3.00	3.75	- .75
Hours in Spec. Ed. Admin.				
1-10	34	2.55	3.94	-1.39
11-20	5	3.67	4.33	- .66
Years in Position				
0-4	23	2.70	3.91	-1.21
5-12	12	2.83	3.50	- .67
13-20	4	2.50	5.00	-2.50
Primary Training				
School Administration	15	2.50	3.69	-1.19
Special Education Teacher	15	2.85	4.15	-1.30
Guidance and Counseling	6	3.00	3.83	- .83
School Psychology	3	2.75	5.00	-2.25
Previous Position				
School Administration	15	2.57	3.86	-1.29
Special Education Teacher	8	2.63	3.88	-1.25
Guidance and Counseling	8	3.25	3.75	- .50
Special Education Director	3	2.75	4.50	-1.75
School Psychology	2	2.00	5.00	-3.00
Other	3	2.67	4.33	-1.66

TABLE 6 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 7 - Public relations				
All Directors	39	1.69	1.97	- .28
District Enrollment				
Less than 2,000	5	1.75	1.00	.75
2,000-10,000	23	1.63	1.96	- .33
10,000-25,000	7	1.71	2.14	- .43
Over 25,000	4	2.00	1.50	.50
Hours in Spec. Ed.				
0-10	10	1.70	1.80	- .10
11-30	11	1.36	1.55	- .19
31-50	14	1.79	2.36	- .57
Over 50	4	2.25	2.25	.00
Hours in Gen. Admin.				
0-10	10	2.10	2.50	- .40
11-30	16	1.56	2.13	- .57
31-50	9	1.67	1.33	.34
Over 50	4	1.25	1.50	- .25
Hours in Spec. Ed. Admin.				
1-10	34	1.61	1.97	- .36
11-20	5	2.17	2.00	.17
Years in Position				
0-4	23	1.74	2.09	- .35
5-12	12	1.58	2.00	- .42
13-20	4	1.75	1.00	.75
Primary Training				
School Administration	15	1.50	1.75	- .25
Special Education Teacher	15	1.85	2.31	- .46
Guidance and Counseling	6	1.67	1.67	.00
School Psychology	3	2.00	2.25	- .25
Previous Position				
School Administration	15	1.43	1.93	- .50
Special Education Teacher	8	2.00	2.25	- .25
Guidance and Counseling	8	1.63	1.50	.13
Special Education Director	3	1.50	2.00	- .50
School Psychology	2	2.00	2.50	- .50
Other	3	2.33	2.33	.00

TABLE 6 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 8 - Preparing reports				
All Directors	39	2.82	1.77	1.00
District Enrollment				
Less than 2,000	5	3.25	1.25	2.00
2,000-10,000	23	2.58	1.58	1.00
10,000-25,000	7	3.00	1.86	1.14
Over 25,000	4	3.25	1.75	1.50
Hours in Spec. Ed.				
0-10	10	2.80	2.20	.60
11-30	11	3.00	1.64	1.36
31-50	14	2.86	1.71	1.15
Over 50	4	2.25	1.25	1.00
Hours in Gen. Admin.				
0-10	10	2.80	1.80	1.00
11-30	16	3.06	1.50	1.56
31-50	9	2.33	2.00	.33
Over 50	4	3.00	2.25	.75
Hours in Spec. Ed. Admin.				
1-10	34	2.88	1.82	1.06
11-20	5	2.50	1.50	1.00
Years in Position				
0-4	23	2.65	1.74	.91
5-12	12	3.00	1.92	1.08
13-20	4	3.25	1.25	2.00
Primary Training				
School Administration	15	2.81	2.00	.81
Special Education Teacher	15	2.69	1.69	1.00
Guidance and Counseling	6	3.00	1.33	1.67
School Psychology	3	3.00	1.75	1.25
Previous Position				
School Administration	15	3.07	2.07	1.00
Special Education Teacher	8	2.38	1.63	.75
Guidance and Counseling	8	2.75	1.75	1.00
Special Education Director	3	3.00	1.50	1.50
School Psychology	2	3.00	1.00	2.00
Other	3	2.67	1.67	1.00

TABLE 6 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\bar{X}$	Actual $\bar{X}$	Difference (D-A)
Item 9 - Interviewing and employing new personnel				
All Directors	39	2.36	2.64	- .28
District Enrollment				
Less than 2,000	5	3.00	2.25	.75
2,000-10,000	23	2.13	2.75	- .62
10,000-25,000	7	2.43	2.86	- .43
Over 25,000	4	3.25	2.00	1.25
Hours in Spec. Ed.				
0-10	10	2.40	3.00	- .60
11-30	11	2.27	2.46	- .19
31-50	14	2.50	2.50	.00
Over 50	4	2.00	2.75	- .75
Hours in Gen. Admin.				
0-10	10	2.20	2.90	- .70
11-30	16	2.25	2.63	- .38
31-50	9	2.67	2.44	.23
Over 50	4	2.50	2.50	.00
Hours in Spec. Ed. Admin.				
1-10	34	2.27	2.55	- .28
11-20	5	2.83	3.17	- .34
Years in Position				
0-4	23	2.13	2.74	- .61
5-12	12	2.58	2.42	.16
13-20	4	3.00	2.25	.75
Primary Training				
School Administration	15	2.38	2.31	.07
Special Education Teacher	15	2.46	2.39	.07
Guidance and Counseling	6	1.67	3.50	-1.83
School Psychology	3	3.00	3.50	- .50
Previous Position				
School Administration	15	2.64	2.64	.00
Special Education Teacher	8	2.38	2.63	- .25
Guidance and Counseling	8	2.00	3.38	-1.38
Special Education Director	3	2.00	1.50	.50
School Psychology	2	2.00	2.50	- .50
Other	3	2.67	2.33	.34

TABLE 6 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\bar{X}$	Actual $\bar{X}$	Difference (D-A)
Item 10 - Curriculum development				
All Directors	39	1.97	2.82	- .85
District Enrollment				
Less than 2,000	5	2.25	3.00	- .75
2,000-10,000	23	1.75	2.67	- .92
10,000-25,000	7	2.71	3.43	- .72
Over 25,000	4	2.00	2.75	- .75
Hours in Spec. Ed.				
0-10	10	1.70	2.80	-1.10
11-30	11	2.18	2.46	- .28
31-50	14	2.21	3.00	- .79
Over 50	4	1.25	3.25	-2.00
Hours in Gen. Admin.				
0-10	10	2.10	3.20	-1.10
11-30	16	1.50	2.69	-1.19
31-50	9	2.22	2.33	- .11
Over 50	4	3.00	3.50	- .50
Hours in Spec. Ed. Admin.				
1-10	34	1.82	2.67	- .85
11-20	5	2.83	3.67	- .84
Years in Position				
0-4	23	1.91	2.87	- .96
5-12	12	2.00	2.33	- .33
13-20	4	2.25	3.00	- .75
Primary Training				
School Administration	15	2.00	2.50	- .50
Special Education Teacher	15	1.77	3.00	-1.23
Guidance and Counseling	6	1.83	2.83	-1.00
School Psychology	3	2.75	3.50	- .75
Previous Position				
School Administration	15	2.00	2.71	- .71
Special Education Teacher	8	1.63	3.00	-1.37
Guidance and Counseling	8	1.75	2.63	- .88
Special Education Director	3	1.50	3.00	-1.50
School Psychology	2	4.00	3.50	.50
Other	3	2.67	2.67	.00

TABLE 6 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 11 - Development of policies				
All Directors	39	2.00	2.26	- .26
District Enrollment				
Less than 2,000	5	1.75	2.00	- .25
2,000-10,000	23	1.79	2.13	- .34
10,000-25,000	7	2.57	2.43	.14
Over 25,000	4	1.75	2.00	- .25
Hours in Spec. Ed.				
0-10	10	2.10	2.00	.10
11-30	11	2.00	1.91	.09
31-50	14	2.00	2.79	- .79
Over 50	4	1.75	2.00	- .25
Hours in Gen. Admin.				
0-10	10	2.20	2.20	.00
11-30	16	1.87	2.25	- .38
31-50	9	1.67	2.22	- .55
Over 50	4	2.75	2.50	.25
Hours in Spec. Ed. Admin.				
1-10	34	1.88	2.42	- .54
11-20	5	2.67	2.33	.34
Years in Position				
0-4	23	1.87	2.22	- .35
5-12	12	2.33	2.25	.08
13-20	4	1.75	2.00	- .25
Primary Training				
School Administration	15	1.88	2.25	- .37
Special Education Teacher	15	2.00	2.62	- .62
Guidance and Counseling	6	1.67	1.50	.17
School Psychology	3	3.00	2.25	.75
Previous Position				
School Administration	15	2.36	2.43	- .07
Special Education Teacher	8	2.00	2.50	- .50
Guidance and Counseling	8	1.63	1.38	.25
Special Education Director	3	1.25	2.50	-1.25
School Psychology	2	3.50	2.00	1.50
Other	3	1.33	3.00	-1.67

TABLE 5 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\bar{X}$	Actual $\bar{X}$	Difference (D-A)
Item 12 - Placement conferences				
All Directors	39	2.26	2.33	- .07
District Enrollment				
Less than 2,000	5	2.75	2.50	.25
2,000-10,000	23	2.00	2.92	- .92
10,000-25,000	7	2.57	2.14	.43
Over 25,000	4	2.75	2.50	.25
Hours in Spec. Ed.				
0-10	10	1.80	2.00	- .20
11-30	11	2.73	2.18	.55
31-50	14	2.21	2.79	- .58
Over 50	4	2.25	2.00	.25
Hours in Gen. Admin.				
0-10	10	2.20	2.40	- .20
11-30	16	2.25	2.13	.12
31-50	9	2.22	2.67	- .45
Over 50	4	2.50	2.25	.25
Hours in Spec. Ed. Admin.				
1-10	34	2.21	2.33	- .12
11-20	5	2.50	2.33	.17
Years in Position				
0-4	23	2.22	2.35	- .13
5-12	12	2.17	2.08	.09
13-20	4	2.75	2.50	.25
Primary Training				
School Administration	15	2.25	2.44	- .19
Special Education Teacher	15	2.39	2.46	- .07
Guidance and Counseling	6	2.00	2.00	.00
School Psychology	3	2.25	2.00	.25
Previous Position				
School Administration	15	2.57	2.43	.14
Special Education Teacher	8	1.88	2.25	- .37
Guidance and Counseling	8	1.75	1.75	.00
Special Education Director	3	2.75	2.75	.00
School Psychology	2	3.50	3.00	.50
Other	3	1.67	2.67	-1.00

TABLE 6 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 13 - Pupil accounting and records				
All Directors	39	3.13	2.41	.72
District Enrollment				
Less than 2,000	5	3.50	2.00	1.50
2,000-10,000	23	2.88	2.50	.38
10,000-25,000	7	3.29	2.14	1.15
Over 25,000	4	3.75	2.00	1.75
Hours in Spec. Ed.				
0-10	10	3.30	2.70	.60
11-30	11	3.27	2.27	1.00
31-50	14	3.07	2.43	.64
Over 50	4	2.50	2.00	.50
Hours in Gen. Admin.				
0-10	10	3.10	1.80	1.30
11-30	16	2.94	2.50	.44
31-50	9	3.33	3.00	.33
Over 50	4	3.50	2.25	1.25
Hours in Spec. Ed. Admin.				
1-10	34	3.18	1.52	1.66
11-20	5	2.83	1.83	1.00
Years in Position				
0-4	23	2.96	2.52	.44
5-12	12	3.33	2.25	1.08
13-20	4	3.50	2.00	1.50
Primary Training				
School Administration	15	3.18	2.50	.68
Special Education Teacher	15	2.77	2.39	.38
Guidance and Counseling	6	3.50	2.17	1.33
School Psychology	3	3.50	2.50	1.00
Previous Position				
School Administration	15	3.43	2.50	.93
Special Education Teacher	8	2.38	2.25	.13
Guidance and Counseling	8	3.50	2.38	1.12
Special Education Director	3	2.25	2.50	- .25
School Psychology	2	4.00	2.00	2.00
Other	3	3.33	2.67	.66

TABLE 6 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 14 - Teacher and student scheduling				
All Directors	39	3.44	3.64	- .20
District Enrollment				
Less than 2,000	5	3.50	3.50	.00
2,000-10,000	23	3.33	3.75	- .42
10,000-25,000	7	3.43	3.57	- .14
Over 25,000	4	3.50	3.25	.25
Hours in Spec. Ed.				
0-10	10	3.40	3.60	- .20
11-30	11	3.73	3.36	.37
31-50	14	3.36	3.79	- .43
Over 50	4	3.00	4.00	-1.00
Hours in Gen. Admin.				
0-10	10	3.10	3.70	- .60
11-30	16	3.31	3.56	- .25
31-50	9	3.78	3.78	.00
Over 50	4	4.00	3.50	.50
Hours in Spec. Ed. Admin.				
1-10	34	3.36	3.61	- .25
11-20	5	3.83	3.84	- .01
Years in Position				
0-4	23	3.30	3.65	- .35
5-12	12	3.67	3.42	.25
13-20	4	3.50	3.50	.00
Primary Training				
School Administration	15	3.25	3.31	- .06
Special Education Teacher	15	3.46	4.08	- .62
Guidance and Counseling	6	3.33	3.00	.33
School Psychology	3	4.25	4.50	- .25
Previous Position				
School Administration	15	3.36	3.29	.07
Special Education Teacher	8	3.00	4.25	-1.25
Guidance and Counseling	8	3.50	3.25	.25
Special Education Director	3	3.75	3.75	.00
School Psychology	2	5.00	4.50	.50
Other	3	3.33	4.00	- .67

TABLE 6 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 15 - Transportation				
All Directors	39	3.77	3.05	.72
District Enrollment				
Less than 2,000	5	3.75	2.75	1.00
2,000-10,000	23	3.71	3.00	.71
10,000-25,000	7	3.86	3.29	.57
Over 25,000	4	4.00	2.50	1.50
Hours in Spec. Ed.				
0-10	10	3.60	2.80	.80
11-30	11	4.00	3.00	1.00
31-50	14	3.86	3.43	.43
Over 50	4	3.25	2.50	.75
Hours in Gen. Admin.				
0-10	10	4.20	2.80	1.40
11-30	16	3.50	3.00	.50
31-50	9	3.67	3.67	.00
Over 50	4	4.00	2.50	1.50
Hours in Spec. Ed. Admin.				
1-10	34	3.70	2.94	.76
11-20	5	4.17	3.67	.50
Years in Position				
0-4	23	3.78	3.09	.69
5-12	12	3.75	2.92	.83
13-20	4	3.75	2.75	1.00
Primary Training				
School Administration	15	3.63	3.31	.32
Special Education Teacher	15	3.62	3.00	.62
Guidance and Counseling	6	4.33	3.17	1.16
School Psychology	3	4.00	2.75	1.25
Previous Position				
School Administration	15	3.71	3.21	.50
Special Education Teacher	8	3.50	2.88	.62
Guidance and Counseling	8	4.13	3.25	.88
Special Education Director	3	3.50	3.25	.25
School Psychology	2	4.50	1.50	3.00
Other	3	3.67	3.00	.67

TABLE 6 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 16 - Establishing and maintaining channels of communication				
All Directors	39	1.62	1.82	- .20
District Enrollment				
Less than 2,000	5	1.50	1.50	1.00
2,000-10,000	23	1.42	1.75	- .33
10,000-25,000	7	2.00	2.14	- .14
Over 25,000	4	1.75	1.50	.25
Hours in Spec. Ed.				
0-10	10	1.80	1.70	.10
11-30	11	1.46	1.55	- .09
31-50	14	1.64	2.21	- .57
Over 50	4	1.50	1.50	.00
Hours in Gen. Admin.				
0-10	10	1.70	2.10	- .40
11-30	16	1.50	2.00	- .50
31-50	9	1.56	1.33	.23
Over 50	4	2.00	1.50	.50
Hours in Spec. Ed. Admin.				
1-10	34	1.55	1.85	- .30
11-20	5	2.00	1.67	.33
Years in Position				
0-4	23	1.57	1.78	- .21
5-12	12	1.75	1.83	- .08
13-20	4	1.50	1.50	.00
Primary Training				
School Administration	15	1.69	1.56	.13
Special Education Teacher	15	1.62	2.31	- .69
Guidance and Counseling	6	1.33	1.33	.00
School Psychology	3	1.75	2.00	- .25
Previous Position				
School Administration	15	1.79	1.79	.00
Special Education Teacher	8	1.63	2.25	- .62
Guidance and Counseling	8	1.25	1.25	.00
Special Education Director	3	1.25	2.00	- .75
School Psychology	2	2.50	2.50	.00
Other	3	1.67	1.67	.00

TABLE 6 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 17 - Development of new programs				
All Directors	39	1.67	2.41	- .74
District Enrollment				
Less than 2,000	5	1.50	2.00	- .50
2,000-10,000	23	1.42	2.33	- .91
10,000-25,000	7	1.86	2.29	- .43
Over 25,000	4	1.50	2.00	- .50
Hours in Spec. Ed.				
0-10	10	1.60	2.50	- .90
11-30	11	1.82	1.55	.27
31-50	14	1.64	2.86	-1.22
Over 50	4	1.50	3.00	-1.50
Hours in Gen. Admin.				
0-10	10	1.60	2.50	- .90
11-30	16	1.38	2.31	- .93
31-50	9	1.78	2.67	- .89
Over 50	4	2.75	2.00	.75
Hours in Spec. Ed. Admin.				
1-10	34	1.55	2.36	- .81
11-20	5	2.33	2.67	- .34
Years in Position				
0-4	23	1.65	2.39	- .74
5-12	12	1.75	2.42	- .67
13-20	4	1.50	2.00	- .50
Primary Training				
School Administration	15	1.94	2.19	- .25
Special Education Teacher	15	1.69	2.77	-1.08
Guidance and Counseling	6	1.17	1.33	- .16
School Psychology	3	1.25	3.75	-2.50
Previous Position				
School Administration	15	2.00	2.36	- .36
Special Education Teacher	8	1.63	3.50	-1.87
Guidance and Counseling	8	1.13	1.75	- .62
Special Education Director	3	1.50	1.50	.00
School Psychology	2	1.50	3.00	-1.50
Other	3	2.00	2.33	- .33

TABLE 6 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 18 - Program evaluation				
All Directors	39	1.64	2.36	- .72
District Enrollment				
Less than 2,000	5	1.50	3.00	-1.50
2,000-10,000	23	1.50	2.17	- .67
10,000-25,000	7	1.86	2.57	- .71
Over 25,000	4	1.50	3.25	-1.75
Hours in Spec. Ed.				
0-10	10	1.80	1.90	- .10
11-30	11	1.55	2.18	- .63
31-50	14	1.64	3.00	-1.36
Over 50	4	1.50	1.75	- .25
Hours in Gen. Admin.				
0-10	10	1.70	2.70	-1.00
11-30	16	1.44	2.56	-1.12
31-50	9	1.78	1.56	.22
Over 50	4	2.00	2.50	- .50
Hours in Spec. Ed. Admin.				
1-10	34	1.58	2.30	- .72
11-20	5	2.00	2.67	- .67
Years in Position				
0-4	23	1.39	2.44	-1.05
5-12	12	2.17	1.75	.42
13-20	4	1.50	3.00	-1.50
Primary Training				
School Administration	15	1.56	2.25	- .69
Special Education Teacher	15	1.69	2.85	-1.16
Guidance and Counseling	6	1.33	1.33	.00
School Psychology	3	2.25	2.75	- .50
Previous Position				
School Administration	15	1.79	2.43	- .64
Special Education Teacher	8	1.63	3.00	-1.37
Guidance and Counseling	8	1.63	1.25	.38
Special Education Director	3	1.25	2.50	-1.25
School Psychology	2	2.00	3.50	-1.50
Other	3	1.33	2.33	-1.00

TABLE 6 (con't)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 19 - Grant proposal development				
All Directors	39	2.51	2.67	- .16
District Enrollment				
Less than 2,000	5	3.00	3.00	.00
2,000-10,000	23	2.29	2.25	.04
10,000-25,000	7	3.00	3.57	- .57
Over 25,000	4	2.50	3.00	- .50
Hours in Spec. Ed.				
0-10	10	2.40	2.20	.20
11-30	11	2.55	2.36	.19
31-50	14	2.57	2.93	- .36
Over 50	4	2.50	3.75	-1.25
Hours in Gen. Admin.				
0-10	10	2.90	3.50	- .60
11-30	16	2.31	2.31	.00
31-50	9	2.00	2.00	.00
Over 50	4	3.50	3.50	.00
Hours in Spec. Ed. Admin.				
1-10	34	2.42	2.55	- .13
11-20	5	3.00	3.33	- .33
Years in Position				
0-4	23	2.48	2.65	- .17
5-12	12	2.42	2.33	.09
13-20	4	3.00	3.00	.00
Primary Training				
School Administration	15	2.31	2.50	- .19
Special Education Teacher	15	2.69	3.00	- .31
Guidance and Counseling	6	2.67	2.00	.67
School Psychology	3	2.50	3.25	- .75
Previous Position				
School Administration	15	2.64	2.93	- .29
Special Education Teacher	8	2.38	3.38	-1.00
Guidance and Counseling	8	2.50	1.88	.62
Special Education Director	3	3.00	2.00	1.00
School Psychology	2	2.50	4.00	-1.50
Other	3	1.67	1.67	.00

TABLE 7

t-TEST OF SIGNIFICANCE BETWEEN DESIRED AND ACTUAL JOB ACTIVITIES OF SPECIAL EDUCATION DIRECTORS

Item	Desired Mean	Actual Mean	Degrees of Freedom	t Value	Significance Level
1 - Direct services to children	2.90	3.85	38	-4.37	0.000*
2 - Supervising and evaluating teachers	2.49	3.18	38	-3.38	0.002*
3 - Parent conferences	2.38	2.56	38	-0.84	0.406
4 - In service training	1.90	2.51	38	-3.78	0.001*
5 - Budget preparation	2.31	2.41	38	-0.46	0.648
6 - Research	2.72	4.00	38	-5.09	0.000*
7 - Public relations	1.69	1.97	38	-1.54	0.133
8 - Preparing reports	2.82	1.77	38	4.59	0.000*
9 - Interviewing and employing new personnel	2.36	2.64	38	1.36	0.182
10 - Curriculum development	1.97	2.82	38	3.98	0.000*
11 - Development of policies	2.00	2.26	38	-1.43	0.160
12 - Placement conferences	2.56	2.33	38	-0.44	0.661
13 - Pupil accounting and records	3.13	2.41	38	2.95	0.005*
14 - Teacher and student scheduling	3.44	3.64	38	-0.98	0.331

TABLE 7

Item	Desired Mean	Actual Mean	Degrees of Freedom	t Value	Significance Level
15 - Transportation	3.77	3.05	38	2.79	0.008*
16 - Establishing and maintaining channels of communication	1.62	1.82	38	-1.21	0.232
17 - Development of new programs	1.67	2.41	38	-3.10	0.004*
18 - Program evaluation	1.64	2.36	38	-3.09	0.004*
19 - Grant proposal development	2.51	2.67	38	-0.77	0.446

*Significant at the .05 level or beyond

CHAPTER V

FINDINGS OF STUDY - KANSAS

Descriptive Characteristics

Descriptive data were also collected concerning Kansas special education directors. These data are arrayed in Table 8. The background and training of special education directors in Kansas differs somewhat from their Missouri counterparts. More directors in Kansas have had training in special education administration. This can be seen in the fact that over 20% have had 10 hours of coursework or more in this area. This may be a reflection of certification standards which are relatively structured in Kansas. Because of certification requirements, there are more courses offered at colleges and universities in the state in special education administration. A higher percentage of directors held previous positions as special education directors, also.

There is a fairly even distribution of Kansas directors in terms of training. In the area of school administration, there is no strong emphasis of directors in any particular spread of hours. In special education, directors are evenly split between those who have had 30 hours or less and those who have had more than 30 hours of coursework in special education. While the position of special education director is not as new in Kansas as it is in Missouri, it is still an emerging position. This is evidenced by the number of years

TABLE 8: DESCRIPTIVE CHARACTERISTICS OF POPULATION SAMPLE OF SPECIAL EDUCATION DIRECTORS IN KANSAS

Category	Number	Percentage
All Directors	34	100.0%
Hours in Special Education		
0-10	3	8.8%
11-30	14	41.2%
31-50	7	20.6%
Over 50	10	29.4%
Hours in General Administration		
1-10	8	23.5%
11-20	8	23.5%
21-30	8	23.5%
31-50	6	17.7%
Over 50	4	11.8%
Hours in Spec. Educ. Administration		
0-5	13	38.2%
6-10	14	41.2%
10-20	5	14.7%
20-30	2	5.9%
Years in Position		
0-4	14	42.4%
5-10	15	45.5%
11-15	4	12.1%
Primary Training		
School Administration	10	29.4%
Special Education Teacher	8	23.5%
Guidance and Counseling	2	5.9%
School Psychologist	14	41.2%
Previous Position		
School Administration	10	29.4%
Special Education Teacher	6	17.6%
Special Education Director	5	14.7%
School Psychologist	9	26.5%
Other	4	11.8%

directors have been in their present position, with the majority indicating less than 10 years.

In terms of both primary training and previous position, there is a definite grouping of Kansas directors around three main areas; school administration, special education and school psychology. This emphasis on school psychology springs from Kansas certification standards for this position and the use of the school psychologist in the public schools of Kansas. Because of the itinerant nature of the job, the fact that school psychologists are among the first to have contact with exceptional children, and because they usually have a higher level of training than other school personnel make them an obvious source from which to draw for special education directors. This is also highly supportive of the findings of other writers.

Of those directors who listed their previous position as having been in school administration, 2 had been a secondary prinvipal, 1 an elementary principal, 1 a middle school principal, and 1 a director of guidance. In addition 2 had been superintendents, 2 assistant superintendents, and 1 held an unspecified school administration position. The Other category under Previous Position included a private psychologist, a state department consultant and two former University students.

Perceptions of Kansas Personnel

The same position categories examined in Missouri were also included in the Kansas component of this investigation. Tables displaying percentages, mean responses, and Chi square computations were constructed. Table 10 at the end of this chapter represents the data array for percentages and means for the responses of school personnel on the 24 items of the study instrument.

On items dealing primarily with students (3, 9, 17, 20, and 24) a curious array can be noted among Kansas school personnel. With very rare exceptions, special education directors tended to rate these areas higher, and therefore less important than did other school personnel. Just why this may be is conjecture. However, part of the reason may be in the state's structure for delivering services to exceptional children. Kansas has many special education cooperatives covering wide geographical areas. Directors in these co-ops may be indicating their inability to transverse the large distances between member districts in order to have direct contact with children. Both regular and special education teachers seem to think that instructional areas are very important in the training of special education directors. Teachers, as a rule, noted these areas as slightly more important than did principals or superintendents.

When instructional areas are viewed in light of the breakdown of hours in special education possessed by school personnel, no clear pattern emerges on most position categories. A notable exception to this is the category of special education teachers. The more hours in special education a special education teacher had, the more importance was attached to instructional areas. However, at the top level, over 30 hours, this trend began to reduce itself, indicating a possible level of "diminishing returns."

One interesting pattern may be noted by examining the percentage breakdowns of responses of instructional areas. While other school personnel seem to concentrate a higher percentage of their responses on a rating of 1, directors usually bunched up on ratings 2 or 3 instead. This would appear to support the theory concerning directors' lack of perceived importance on instructional items when compared with other school personnel.

One item in particular needs to be singled out from this group for closer scrutiny; Item 20, behavior management. This item was rated substantially higher, and therefore less important, by directors and superintendents than by other personnel. Directors, in particular, rated this area as a less important area of training. A number of directors even rated this item as a 4 or 5. Directors seem to feel that this is not an area in which they need a great deal of training, except perhaps to enable them to act in a consultant role.

On Item 1, fiscal procedures-general administration, and Item 2, fiscal procedures-special education, an interesting dichotomy arises. Item 2 was given much more importance than was Item 1. This is particularly interesting when viewed on the position category of superintendent. Superintendents in Kansas want their directors of special education to be well-versed in the unique aspects of school finance which pertain directly to special education.

On Item 4, staff personnel selection and development, high importance is placed by all position categories. Superintendents, while rating this item high, do not rate it quite as high as do other personnel. This may be because superintendents consider other personnel, such as a personnel director, assistant superintendent, etc., to also have some responsibility for this area. Principals assigned the most importance to this area. One possible reason for this may be that because principals must work closely on a daily basis with individual teachers, they are more aware of the importance of good staff selection and development.

Item 5, school law, Item 7, school-community relations, and Item 16, legal issues of special education, all present a curious response pattern. While all position categories rated these three items high in importance, they were not rated as high as might be expected. It is surprising that such a large number of personnel rated these two items 2 or above. In fact, the majority of superintendents indicated a 2 for the perceived importance of school-community relations, with the highest percentage of these superintendents being those with 10-15 hours in special education. Just why this particular response pattern developed, in light of present-day conditions, is unclear. Possibly superintendents do not consider this to be an especially important area in which the director needs training because it is an area the superintendent feels is his responsibility.

Two items scored very high, and less important, by all position categories, were Item 6, collective negotiations, and Item 8, school plant. Collective negotiations was perceived as being the least important of the 24 training areas included on the study's instrument. Superintendents and directors ranked Item 6 least important of any personnel while teachers, both regular and special, rated it most important. The only individuals who rated collective negotiations very high were regular education with over 30 hours of coursework in special education. On Item 8, it was superintendents who responded with the least perceived importance, while principals indicated the most perceived importance for this area. This may be due to the differing perspectives of these two position categories. Superintendents see the long-range, comprehensive picture of school plants dealing with the broad financial and feasibility aspects. They most likely view this as more or less their exclusive area. Principals, on the other hand, deal much more with the day-to-day operation of buildings and tend to be locked into whatever space they have. They may want a director who can help them to better utilize that space.

Principals with over 30 hours, special education teachers with 5-10 hours, and regular education teachers with over 30 hours in special education ascribed the most importance to training in school plants.

For the most part, all school personnel rated areas dealing with general theory or philosophy higher, and less important, than other areas. On Item 19, cognitive development, Item 15, historical perspectives, Item 10, social environment, and Item 11, organization and management of schools, most personnel categories responded with means above 2. The only exceptions to this was Item 19, where regular and special education teachers responded with a total mean of less than 2, and Item 11 where principals responded in a similar manner. Even on these two items, though, the percentage breakdown shows that the majority of teachers and principals indicated a response of 2 or higher. There was no consistent pattern of responses on these 5 items that related to amount of coursework in special education.

Item 13, testing and diagnosis, Item 14, identification and placement of exceptional children, Item 18, parent counseling, Item 21, clinical observation and internship in special education, Item 22, guidance and counseling, and Item 23, characteristics of exceptional children, all deal in some measure with special education processes and techniques. A curious phenomenon may be noted on these 6 items. On every one it was the regular education teacher who indicated the highest perceived importance. Just why this is manifested is not perfectly pellucid. Perhaps regular education teachers are simply indicating the pressures they feel concerning placement of exceptional children in their classroom. They may be disclosing a desire for special education personnel trained to provide them with ample support. Again, there was no consistent partern among position categories regarding hours in special education. However, the means of special education teachers tended to decrease in size as their hours in special education went up in number.

In addition to descriptive data, a series of Chi square tests of significance were computed for each of the 24 items on the Professional Preparation questionnaire. An attempt was made to ascertain if differences between mean responses of different position categories were significant. Table 10 displays the results of this phase of the investigation. This analysis revealed a number of training areas where the perceptions of importance possessed by school personnel did indeed differ significantly. These areas were:

1. Fiscal procedures-general administration
2. Fiscal procedures-special education
3. School plant
4. Testing and diagnosis
5. Instructional techniques and remediation
6. Parent counseling
7. Behavior management
8. Clinical observation and internship in special education
9. Guidance and counseling

TABLE 9: CHI SQUARE ANALYSIS OF DIFFERENCES AMONG CATEGORIES OF SCHOOL PERSONNEL CONCERNING PERCEPTIONS FOR PREPARATION OF SPECIAL EDUCATION DIRECTORS IN KANSAS

Instrument Item	Degrees of Freedom	Chi Square Value	Significance Level
1 - Fiscal procedures-general administration	20	37.046	0.0116*
2 - Fiscal procedures-special education	20	48.512	0.0004*
3 - Curriculum development and supervision	20	28.009	0.1092
4 - Staff personnel selection and development	20	26.368	0.1540
5 - School law	16	17.348	0.3634
6 - Collective negotiations	20	22.103	0.3349
7 - School-community relations	16	18.888	0.2745
8 - School plant	20	37.547	0.0101*
9 - Student personnel services	20	26.485	0.1504
10 - Social environment	20	16.219	0.7029
11 - Organization and management of schools	20	30.409	0.0635
12 - Administrative theory and principles	20	19.831	0.4685
13 - Testing and diagnosis	20	36.489	0.0135*

TABLE 9 (con't)

Instrument Item	Degrees of Freedom	Chi Square Value	Significance Level
14 - Identification and placement of exceptional children	20	28.599	0.0960
15 - Historical perspectives of special education	20	16.190	0.7048
16 - Legal issues of special education	20	21.297	0.3799
17 - Instructional techniques and remediation	20	37.069	0.0115*
18 - Parent counseling	20	47.525	0.0005*
19 - Cognitive development	20	30.661	0.0598
20 - Behavior management	20	44.699	0.0012*
21 - Clinical observation and internship in special education	20	42.744	0.0022*
22 - Guidance and counseling	16	39.784	0.0008*
23 - Characteristics of exceptional children	16	18.589	0.2905
24 - Instructional program for exceptional children	20	26.810	0.1407

*Significant at .05 level or beyond

Preparation of Special Education Directors - Kansas

Directors of special education in Kansas completed the same instrument on professional preparation that was completed by directors in Missouri. Likewise, the instrument consisted of an actual section and a desired section. Responses to all 24 items of these two sections were analyzed in terms of the background and orientation of the directors. The results of this analysis may be found in Table 11 at the end of this chapter.

Directors preference for training in the specific area of special education administration can be noted by comparing responses to Item 1, fiscal procedures relating to general school administration with responses to Item 2, fiscal procedures relating to special education, and by comparing responses to Item 5, school law, with responses to Item 16, legal issues of special education. On these four items, directors indicated a greater desire to have preparation in the areas dealing uniquely with special education administration rather than areas of general school administration. Directors overall also indicated a greater discrepancy between desired and actual preparation on the special education administration items. On both Item 2 and Item 16, it was directors in the Type II Co-op who reported the most dissonance between their desired and actual preparation in finance and law dealing with special education.

Another interesting point to be noted on Item 16 is that as the hours completed by directors in special education and special education administration increased, so did the importance attached by directors to preparation in the legal aspects of special education. In terms of previous position and primary training, it was directors trained as special education teachers and whose previous position was as a special education teacher who reported the least actual training in legal issues of special education. It was also these same directors who reported the most discrepancy between desired and actual training in this area. This did not hold completely true, however, on Item 2, fiscal procedures relating to special education. On this item it was again directors whose previous position had been as a special education teacher who reported the least training and the largest difference between desired and actual training. But, it was directors trained as guidance counselors who reported the greatest dissonance.

Items 3, 13, 14, 17, 18, 20, 22, 23, and 24 all deal with instructional, diagnostic and therapeutic procedures dealing with special education. On 3 of these items; Item 13, testing and diagnosis, Item 14, identification and placement of exceptional children, and Item 20, behavior management, directors recorded a positive discrepancy. This means that directors have more training in these areas than they feel is needed. The desired means of these items are surprisingly high. It could be surmised that because of the structure of special education, i.e. cooperatives covering large geographic areas, Kansas directors do not have much opportunity to come into directo contact with children. Therefore, training in behavior management techniques and testing and diagnosis is not as important as is training in other areas. Curiosly enough, on Item 14, it was directors with the fewest number of hours in special education and those with the most hours in general administration who reported the largest negative difference, desiring more training in this area than they actually possess.

On the remaining 6 items in this group, Items 3, 17, 18, 22, 23, and 24, mean scores were higher, signifying less importance than might be expected. While directors desire more training than they actually have on all of these items, Item 3 and Item 18 display the least discrepancy. Both of these items deal with counseling. However, directors indicated a greater desire to have training in parent counseling, than in guidance and counseling which is usually assumed to be more the job of the school guidance counselor. This can be illustrated by the fact that those directors who reported their primary training to be in the area of guidance and counseling were the only directors rating their actual training in these two areas as a 1, considerable. These directors also recorded the greatest positive discrepancy on these items. It was directors from large single districts who felt these two items were least important.

On Item 17, Item 23, and Item 24, it was directors with the most hours in special education who recorded the most actual training in these areas and who perceived them as being more important than did other directors. This is understandable since these three items deal almost exclusively with the technical components of special education. This observation, however, does not bear out consistently when viewed in terms of the primary training and previous position of directors.

Item 4, staff personnel selection and development, and Item 7, school/community relations, are perceived by special education directors as being important areas for their training. Not only that, but directors also feel that they need more training in these areas than they actually have. These conclusions are reached upon viewing the responses of directors to these items. On both items, directors also most consistently had negative difference scores, indicating that they do not have as much training in these areas as they desire.

In terms of district size and structure, directors from Type II and Type III Cooperatives considered school/community relations to be more important than did other directors. This also held true on staff personnel selection and development for directors from Type III Cooperatives. The largest discrepancy scores on school/community relations were recorded by directors whose primary training and previous position was as a school psychologist.

Items 10, 11, 12, and 19 all deal with broad general areas of theory or philosophy. Kansas directors tended to rate these areas as less important than other areas of training. On Item 19, directors over-all reported having as much training in this area as they desired with the means on the desired and actual sections for this item being equal. Directors reporting the most training in this area were directors whose previous position and primary training had been in school psychology and who had been in their present positions for the longest periods of time.

Item 10, social environment, Item 11, organization and management of schools, and Item 12, administrative theory and principles, all deal with the generic components of school administration. Only on Item 12 did directors report possessing more actual training in these areas than they think is necessary.

The least training in the area of administrative theory and principles was desired by Kansas directors who had the fewest number of hours in special education, those who had the most hours in general administration, and those whose primary training and previous position had been in school administration. It was directors from these same categories who recorded the greatest discrepancy between desired and actual training in this area. Directors who had the least number of hours in special education, the greatest number of hours in general administration and who had been in their positions longest reported no difference between their desired and actual training on Item 11, organization and management of schools.

A series of t-tests were computed for Kansas directors' mean responses on the desired and actual sections of the Professional Preparation instrument. The results may be viewed in Table 12 at the end of this chapter. This analysis revealed several preparation areas where a statistically significant difference existed between the directors' desired and actual perceived training. Utilizing an alpha level of .05 the training areas where a statistically significant difference existed were:

1. Fiscal procedures-special education
2. Curriculum development and supervision
3. Staff personnel selection and development
4. School/community relations
5. Testing and diagnosis
6. Historical perspectives of special education
7. Legal issues of special education

Because of the nature of the instruments used, this type of analysis must be viewed and interpreted with caution.

Job Activities of Special Education Directors in Kansas

Kansas special education directors also completed a second questionnaire concerning the desired versus the actual amount of time they spent in various job activities. This data can be found in Table 13 at the end of this chapter.

On Item 1, directors overall reported spending much less time than they would like to spend in direct services to children. However, directors who had been in their present position the longest, i.e., 13-20 years, indicated a desire to spend very little time in direct services to children. In fact, these directors showed no difference between desired and actual mean responses, rating this activity a 5, on both sections. It was also those directors from large single districts, possessing the least hours in special education and the most number of hours in general administration, who desired to spend less time in this activity than other directors in their category. Directors whose primary training had been in guidance and counseling desired to spend the most amount of time in direct services to children than did other directors. These same directors reported the greatest discrepancy between desired and actual amount of time spent in this activity.

Three items of the Job Activities questionnaire deal primarily with personnel; Item 2, supervising and evaluating teachers, Item 4, in-service training, and Item 9, interviewing and employing new personnel. Directors overall desired to spend more time in these activities than they actually spend. Of these three areas it was in the area of in-service training that directors desired to spend the most time. However, interviewing and employing new personnel registered the greatest dissonance, thus signifying that directors spend the least actual time in this area. In the area of supervising and evaluating teachers, Item 2, the greatest discrepancy between desired and actual amount of time spent was demonstrated by directors in large single districts, those with the least hours in special education and the most hours in general administration, and those whose primary training had been in guidance and counseling. However, in the case of guidance and counseling the discrepancy is positive signifying that more time is spent on this activity than is desired, while in the other categories the discrepancy is negative signifying that these directors desire to spend more time in supervising and evaluating teachers. At variance with this, directors whose primary training was in guidance and counseling showed no discrepancy between the desired and actual amount of time spent in in-service training.

Item 10, curriculum development, and Item 12, placement conferences, both deal obliquely with children. Directors overall would like to spend more time in these activities than they actually spend. Directors in Type II Co-ops, directors who had the most hours in general administration and who had been in their positions the longest were among those who displayed the greatest discrepancy between desired and actual time spent in placement conferences. Those who had been in their positions the longest also reported spending the least amount of time in placement conferences. Directors with the least ahours in special education and general administration, whose primary training had been in guidance and counseling, and whose previous position had been in school psychology, displayed no dissonance between the time they spent and the time they would like to spend in placement conferences. Contrary to Item 12, directors who had been in their position longest reported desiring to spend the most amount of time on Item 10. On this item it was directors who had their primary training in guidance and counseling who recorded the highest dissonance. These directors reported spending much more time in curriculum development than they would like to spend. A number of items on the Job Activities questionnaire dealt primarily with routine administrative activities. These were; Item 11, development of policies, Item 12, pupil accounting and records, Item 14, teacher and student scheduling, and Item 15, transportation. On all but Item 11, directors, overall, reported a positive dissonance, indicating that they spend more time in routine administrative matters than they would like to spend. While Items 13, 14, and 15 were all scored high on the desired section, signifying less time desired, directors appear to especially dislike spending time in transportation. Because of the large distances transversed in some co-ops, this is understandable. This reasoning can be supported by looking at directors' responses to this item since directors in co-ops desired to spend less time in transportation than directors in either small single or large single districts. On these three items almost no directors desire to spend more time than they are already spending in these activities. On the other hand, directors seem to think that development of policies is very important and that they are not spending as much time in this activity as they should. Directors in large single districts desire to spend a great deal of time in policy development and also report that amount of time is equal to what they are actually spending in this activity. This may reflect the more rigid structure and greater dependence on policy of large single districts.

Items 17, 18, and 19 might all be considered to deal with the development and evaluation of programs. Directors indicated that they would like to spend more time in these activities than they now spend. Directors seem to think that the development of programs is especially important. Those directors with the least number of hours in special education, the most hours in general administration and whose primary training and previous position were in school administration indicated a desire to spend the least amount of time in program development of all the directors.

A series of t-tests were computed for all 19 items of the Job Activities questionnaire. This analysis demonstrated a number of statistically significant differences between mean responses on the desired and actual section of the instrument. Those job activities exhibiting a significant difference at the .05 level were:

1. Direct services to children
2. Parent conferences
3. Research

4. Public relations
5. Preparing reports
6. Interviewing and employing new personnel
7. Development of policies
8. Pupil accounting and records
9. Transportation
10. Development of new programs
11. Program evaluation

No attempt was made to ascertain whether this difference was in a positive or negative direction. It is necessary to examine Table 13 to determine if directors desire greater time in these activities or less time.

Summary of Findings

The findings reported within this chapter may be summarized as follows:

1. Directors of special education in Kansas have a great deal of training in special education administration.

2. There is a fairly even distribution of Kansas directors in terms of training in special education and general school administration.

3. Kansas directors are drawn from three main areas: school administration, special education, and school psychology.

4. Kansas directors consider areas of training which deal directly with the instruction of exceptional children to be less important than did other school personnel.

5. Regular and special education teachers indicated

that instructional areas are very important for the training of special education directors.

6. The more hours in special education possessed by a special education teacher, the more emphasis placed on training in instructional areas for directors.

7. Special education directors in Kansas do not feel that behavior management is an important area of training for them.

8. Superintendents in Kansas want the special education director to be well trained in fiscal procedures and legal issues dealing directly with special education.

9. Collective negotiations was considered to be the least important of all training areas for special education directors in Kansas.

10. While training in school plant was not considered very important, principals considered it to be more important than did other personnel.

11. The regular education teacher indicated the most perceived importance for areas of training dealing with special education processes and techniques.

12. Kansas directors greatly desire training in the unique aspects of special education administration.

13. As the hours possessed by directors in special education and special education administration increased, so did the importance attached by directors to training in legal issues of special education.

14. In the areas of testing and diagnosis, identification and placement of exceptional children, and behavior management, directors reported that their actual training exceeded the importance they attached to these areas.

15. Kansas directors indicate a greater desire for training in parent counseling than in guidance and counseling.

16. Kansas directors rated training in the broad areas of theory and philosophy as being less important than training in other areas.

17. Statistically significant differences were found between directors desired and actual training in: (a) fiscal procedures-special education, (b) curriculum development and supervision, (c) staff personnel selection and development, (d) school/community relations, (e) testing and diagnosis, (f) historical perspectives of special education, and (g) legal issues of special education

18. Kansas directors indicated a desire to spend more time in direct service to children.

19. Kansas directors would also like to spend more time in activities dealing with personnel.

20. Directors of special education in Kansas spend more time in routine administrative activities than they would like to spend.

21. A series of t-tests of significance indicate that significant differences exist between the desired and actual time spent by Kansas directors in such activities as; (a) direct

services to children, (b) parent conferences, (c) research, (d) public relations, (e) preparing reports, (f) interviewing and employing new personnel, (g) development of policies, (h) pupil accounting and records, (i) transportation, (j) development of new programs, and (k) program evaluation.

TABLE 10: PERCEPTIONS OF KANSAS SCHOOL PERSONNEL REGARDING SPECIFIED DESIRED PREPARATION AREAS (INSTRUMENT ITEMS) FOR SPECIAL EDUCATION DIRECTORS, BY HOURS IN SPECIAL EDUCATION

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Important 1	2	3	4	Unimportant 5	
Item 1 - Fiscal procedures-General administration							
Special Education Directors	34	41.2	38.2	0.0	11.8	5.9	1.82
Special Education Teachers	65	40.6	25.0	26.2	3.1	4.7	2.06
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(2)	50.0	0.0	50.0	0.0	0.0	2.00
20-30 hrs.	(9)	55.6	33.3	0.0	11.1	0.0	1.67
Over 30 hrs.	(50)	37.7	24.5	32.7	2.0	6.1	2.20
Regular Education Teachers	60	26.2	26.2	24.6	13.1	9.8	2.54
Under 5 hrs.	(31)	30.0	23.3	30.0	13.3	3.3	2.37
5-10 hrs.	(11)	10.0	40.0	20.0	20.0	10.0	2.80
10-15 hrs.	(7)	14.3	14.3	42.9	14.3	14.3	3.00
15-20 hrs.	(3)	33.3	0.0	0.0	33.3	33.3	3.33
20-30 hrs.	(3)	0.0	66.7	0.0	0.0	33.3	3.00
Over 30 hrs.	(5)	80.0	20.0	0.0	0.0	0.0	1.20
Principals	66	21.2	37.9	33.3	6.1	1.5	2.29
Under 5 hrs.	(34)	14.7	38.2	38.2	8.8	0.0	2.41
5-10 hrs.	(24)	20.8	41.7	29.2	4.2	4.2	2.92
10-15 hrs.	(4)	0.0	33.3	66.7	0.0	0.0	2.67
15-20 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Superintendents	33	21.2	45.5	21.2	12.1	0.0	2.24
Under 5 hrs.	(16)	18.8	50.0	18.8	12.5	0.0	2.25
5-10 hrs.	(12)	9.1	45.5	27.3	18.2	0.0	2.55
10-15 hrs.	(3)	33.3	33.3	33.3	0.0	0.0	2.00
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY Very Important 1	2	3	4	Unimportant 5	MEAN($\overline{X}$)
Item 2 - Fiscal procedures-Special education							
Special Education Directors	34	76.5	17.6	2.9	0.0	0.0	1.21
Special Education Teachers	65	62.5	20.3	15.6	1.6	0.0	1.56
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	50.0	0.0	50.0	0.0	0.0	2.00
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(9)	66.7	22.2	11.1	0.0	0.0	1.44
Over 30 hrs.	(50)	61.2	20.4	16.3	2.0	0.0	1.59
Regular Education Teachers	60	45.9	31.1	9.8	4.9	8.2	1.98
Under 5 hrs.	(31)	56.7	20.0	16.7	6.7	0.0	1.73
5-10 hrs.	(11)	30.0	60.0	0.0	0.0	10.0	2.00
10-15 hrs.	(7)	28.6	28.6	14.3	14.3	14.3	2.57
15-20 hrs.	(3)	66.7	0.0	0.0	0.0	33.3	2.33
20-30 hrs.	(3)	33.3	33.3	0.0	0.0	33.3	2.67
Over 30 hrs.	(5)	60.0	40.0	0.0	0.0	0.0	1.40
Principals	66	37.9	25.8	27.3	7.6	1.5	2.09
Under 5 hrs.	(34)	32.4	23.5	35.3	8.8	0.0	2.21
5-10 hrs.	(24)	33.3	29.2	25.0	8.3	4.2	2.21
10-15 hrs.	(4)	66.7	33.3	0.0	0.0	0.0	1.33
15-20 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Superintendents	33	51.5	36.4	6.1	6.1	0.0	1.67
Under 5 hrs.	(16)	56.3	25.0	12.5	6.3	0.0	1.69
5-10 hrs.	(12)	36.4	54.5	0.0	9.1	0.0	1.82
10-15 hrs.	(3)	66.7	33.3	0.0	0.0	0.0	1.33
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\bar{X}$)
		Very Important 1	2	3	4	Unimportant 5	
Item 3 - Curriculum development and supervision							
Special Education Directors	34	38.2	41.2	11.8	2.9	2.9	1.82
Special Education Teachers	65	56.3	37.5	3.1	1.6	1.6	1.55
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	0.0	100.0	0.0	0.0	0.0	2.00
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(2)	0.0	100.0	0.0	0.0	0.0	2.00
20-30 hrs.	(9)	66.7	33.3	0.0	0.0	0.0	1.33
Over 30 hrs.	(50)	59.2	32.7	4.1	2.0	2.0	1.55
Regular Education Teachers	60	70.5	21.3	6.6	1.6	0.0	1.39
Under 5 hrs.	(31)	66.7	26.7	6.7	0.0	0.0	1.40
5-10 hrs.	(11)	70.0	20.0	0.0	10.0	0.0	1.50
10-15 hrs.	(7)	85.7	14.3	0.0	0.0	0.0	1.14
15-20 hrs.	(3)	66.7	0.0	33.3	0.0	0.0	1.67
20-30 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(5)	60.0	40.0	0.0	0.0	0.0	1.40
Principals	66	47.0	43.9	9.1	0.0	0.0	1.62
Under 5 hrs.	(34)	44.1	47.1	8.8	0.0	0.0	1.65
5-10 hrs.	(24)	41.7	45.8	12.5	0.0	0.0	1.71
10-15 hrs.	(4)	66.7	33.3	0.0	0.0	0.0	1.33
15-20 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Superintendents	33	51.5	33.3	15.2	0.0	0.0	1.64
Under 5 hrs.	(16)	62.5	31.3	6.3	0.0	0.0	1.44
5-10 hrs.	(12)	36.4	54.5	9.1	0.0	0.0	1.73
10-15 hrs.	(3)	66.7	0.0	33.3	0.0	0.0	1.67
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	0.0	100.0	0.0	0.0	3.00

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Important 1	2	3	4	Unimportant 5	
Item 4 - Staff personnel selection and development							
Special Education Directors	34	70.6	23.5	2.9	0.0	0.0	1.27
Special Education Teachers	65	71.9	21.9	4.7	1.6	0.0	1.36
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(9)	66.7	22.2	11.1	0.0	0.0	1.44
Over 30 hrs.	(50)	73.5	20.4	4.1	2.0	0.0	1.35
Regular Education Teachers	60	73.8	21.3	1.6	0.0	3.3	1.38
Under 5 hrs.	(31)	66.7	30.0	3.3	0.0	0.0	1.37
5-10 hrs.	(11)	70.0	10.0	0.0	0.0	20.0	1.90
10-15 hrs.	(7)	71.4	28.6	0.0	0.0	0.0	1.29
15-20 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(5)	80.0	20.0	0.0	0.0	0.0	1.20
Principals	66	77.3	22.7	0.0	0.0	0.0	1.23
Under 5 hrs.	(34)	79.4	20.6	0.0	0.0	0.0	1.21
5-10 hrs.	(24)	70.8	29.2	0.0	0.0	0.0	1.29
10-15 hrs.	(4)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Superintendents	33	57.6	39.4	3.0	0.0	0.0	1.49
Under 5 hrs.	(16)	68.8	31.3	0.0	0.0	0.0	1.31
5-10 hrs.	(12)	54.5	45.5	0.0	0.0	0.0	1.46
10-15 hrs.	(3)	66.7	33.3	0.0	0.0	0.0	1.33
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	50.0	0.0	50.0	0.0	3.00

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Important 1	2	3	4	Unimportant 5	
Item 5 - School law							
Special Education Directors	34	44.1	41.2	11.8	0.0	0.0	1.62
Special Education Teachers	65	50.0	28.1	17.2	4.7	0.0	1.77
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	50.0	0.0	0.0	50.0	0.0	2.50
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(2)	0.0	100.0	0.0	0.0	0.0	2.00
20-30 hrs.	(9)	77.8	11.1	11.1	0.0	0.0	1.33
Over 30 hrs.	(50)	46.9	28.6	20.4	4.1	0.0	1.82
Regular Education Teachers	60	37.7	39.3	18.0	4.9	0.0	1.90
Under 5 hrs.	(31)	30.0	50.0	16.7	3.3	0.0	1.93
5-10 hrs.	(11)	40.0	40.0	10.0	10.0	0.0	1.90
10-15 hrs.	(7)	28.6	14.3	42.9	14.3	0.0	2.43
15-20 hrs.	(3)	66.7	0.0	33.3	0.0	0.0	1.67
20-30 hrs.	(3)	33.3	33.3	33.3	0.0	0.0	2.00
Over 30 hrs.	(5)	80.0	20.0	0.0	0.0	0.0	1.20
Principals	66	39.4	39.4	21.2	0.0	0.0	1.82
Under 5 hrs.	(34)	38.2	29.4	32.4	0.0	0.0	1.94
5-10 hrs.	(24)	25.0	62.5	12.5	0.0	0.0	1.88
10-15 hrs.	(4)	66.7	33.3	0.0	0.0	0.0	1.33
15-20 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Superintendents	33	42.4	36.4	21.2	0.0	0.0	1.79
Under 5 hrs.	(16)	56.3	31.3	12.5	0.0	0.0	1.56
5-10 hrs.	(12)	27.3	54.5	18.2	0.0	0.0	1.91
10-15 hrs.	(3)	33.3	0.0	66.7	0.0	0.0	2.33
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	50.0	50.0	0.0	0.0	2.50

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Important				Unimportant	
		1	2	3	4	5	
Item 6 - Collective negotiations							
Special Education Directors	34	2.9	17.6	32.4	29.4	14.7	3.27
Special Education Teachers	65	12.5	26.6	42.4	12.5	4.7	2.66
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	50.0	0.0	50.0	0.0	0.0	2.00
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(2)	50.0	0.0	0.0	50.0	0.0	2.50
20-30 hrs.	(9)	22.2	44.4	22.2	11.1	0.0	2.22
Over 30 hrs.	(50)	8.2	25.5	46.9	12.2	6.1	2.78
Regular Education Teachers	60	11.5	27.9	37.7	13.1	9.8	2.82
Under 5 hrs.	(31)	10.0	30.0	46.7	3.3	10.0	2.73
5-10 hrs.	(11)	10.0	10.0	40.0	40.0	0.0	3.10
10-15 hrs.	(7)	14.3	14.3	28.6	42.9	0.0	3.00
15-20 hrs.	(3)	0.0	33.3	33.3	0.0	33.3	3.33
20-30 hrs.	(3)	0.0	0.0	66.7	0.0	33.3	3.67
Over 30 hrs.	(5)	40.0	60.0	0.0	0.0	0.0	1.60
Principals	66	7.6	18.2	34.8	28.8	10.6	3.17
Under 5 hrs.	(34)	2.9	11.8	35.3	35.3	14.7	3.47
5-10 hrs.	(24)	12.5	25.0	25.0	29.2	8.3	2.96
10-15 hrs.	(4)	0.0	0.0	100.0	0.0	0.0	3.00
15-20 hrs.	(2)	50.0	0.0	50.0	0.0	0.0	2.00
20-30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Over 30 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
Superintendents	33	3.0	12.1	45.5	30.3	9.1	3.30
Under 5 hrs.	(16)	6.3	12.5	50.0	31.3	0.0	3.06
5-10 hrs.	(12)	0.0	9.1	45.5	36.4	9.1	3.46
10-15 hrs.	(3)	0.0	33.3	0.0	33.3	33.3	3.67
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	0.0	50.0	0.0	50.0	4.00

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY Very Important 1	2	3	4	Unimportant 5	MEAN($\overline{X}$)
Item 7 - School-community relations							
Special Education Directors	34	47.1	44.1	5.9	0.0	0.0	1.53
Special Education Teachers	65	57.8	35.9	6.3	0.0	0.0	1.48
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
10-15 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
15-20 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(9)	66.7	33.3	0.0	0.0	0.0	1.33
Over 30 hrs.	(50)	57.1	36.7	6.1	0.0	0.0	1.49
Regular Education Teachers	60	59.0	29.5	9.8	1.6	0.0	1.54
Under 5 hrs.	(31)	60.0	23.3	13.3	3.3	0.0	1.60
5-10 hrs.	(11)	50.0	50.0	0.0	0.0	0.0	1.50
10-15 hrs.	(7)	42.9	42.9	14.3	0.0	0.0	1.71
15-20 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(3)	0.0	66.7	33.3	0.0	0.0	2.33
Over 30 hrs.	(5)	80.0	20.0	0.0	0.0	0.0	1.20
Principals	66	51.5	42.4	6.1	0.0	0.0	1.55
Under 5 hrs.	(34)	50.0	41.2	8.8	0.0	0.0	1.59
5-10 hrs.	(24)	50.0	45.8	4.2	0.0	0.0	1.54
10-15 hrs.	(4)	33.3	66.7	0.0	0.0	0.0	1.67
15-20 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Superintendents	33	33.3	54.5	12.1	0.0	0.0	1.79
Under 5 hrs.	(16)	31.3	56.3	12.5	0.0	0.0	1.81
5-10 hrs.	(12)	36.4	45.5	18.2	0.0	0.0	1.82
10-15 hrs.	(3)	33.3	66.7	0.0	0.0	0.0	1.67
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50

TABLE 10 (cont.)

		SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					
Instrument Items, Role Positions, and SPED Hours	N/(n)	Very Important 1	2	3	4	Unimportant 5	MEAN($\bar{X}$)
Item 8 - School plant							
Special Education Directors	34	11.8	29.4	35.3	14.7	5.9	2.65
Special Education Teachers	65	18.8	37.5	32.8	7.8	3.1	2.39
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
10-15 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
15-20 hrs.	(2)	0.0	50.0	0.0	50.0	0.0	3.00
20-30 hrs.	(9)	22.2	44.4	33.3	0.0	0.0	2.11
Over 30 hrs.	(50)	18.4	34.7	34.7	8.2	4.1	2.45
Regular Education Teachers	60	24.6	29.5	27.9	13.1	4.9	2.44
Under 5 hrs.	(31)	23.3	33.3	26.7	13.3	3.3	2.40
5-10 hrs.	(11)	20.0	30.0	40.0	10.0	0.0	2.40
10-15 hrs.	(7)	0.0	28.6	42.9	28.6	0.0	3.00
15-20 hrs.	(3)	33.3	0.0	0.0	33.3	33.3	3.00
20-30 hrs.	(3)	0.0	0.0	66.7	0.0	33.3	3.33
Over 30 hrs.	(5)	60.0	40.0	0.0	0.0	0.0	1.40
Principals	66	24.2	42.4	31.8	1.5	0.0	2.11
Under 5 hrs.	(34)	23.5	41.2	35.3	0.0	0.0	2.12
5-10 hrs.	(24)	20.8	50.0	25.0	4.2	0.0	2.13
10-15 hrs.	(4)	0.0	33.3	66.7	0.0	0.0	2.67
15-20 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
Superintendents	33	3.0	18.2	54.5	21.2	3.0	3.03
Under 5 hrs.	(16)	0.0	18.8	50.0	31.3	0.0	3.13
5-10 hrs.	(12)	9.1	18.2	54.5	9.1	9.1	2.91
10-15 hrs.	(3)	0.0	33.3	66.7	0.0	0.0	2.67
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	0.0	50.0	50.0	0.0	3.50

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Important 1	2	3	4	Unimportant 5	
Item 9 - Student personnel services							
Special Education Directors	34	29.4	26.5	29.4	5.9	5.9	2.24
Special Education Teachers	65	37.5	43.8	15.6	1.6	0.0	1.78
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(2)	0.0	50.0	50.0	0.0	0.0	2.50
20-30 hrs.	(9)	0.0	33.3	44.4	11.1	0.0	1.56
Over 30 hrs.	(50)	36.7	44.9	16.3	2.0	0.0	1.84
Regular Education Teachers	60	32.8	49.2	16.4	1.6	0.0	1.87
Under 5 hrs.	(31)	40.0	43.3	16.7	0.0	0.0	1.77
5-10 hrs.	(11)	40.0	50.0	0.0	10.0	0.0	1.80
10-15 hrs.	(7)	0.0	57.1	42.9	0.0	0.0	2.43
15-20 hrs.	(3)	0.0	33.3	66.7	0.0	0.0	2.67
20-30 hrs.	(3)	0.0	100.0	0.0	0.0	0.0	2.00
Over 30 hrs.	(5)	60.0	40.0	0.0	0.0	0.0	1.40
Principals	66	31.8	36.4	28.8	0.0	0.0	1.91
Under 5 hrs.	(34)	35.3	29.5	35.3	0.0	0.0	1.91
5-10 hrs.	(24)	31.4	47.8	20.8	0.0	0.0	1.83
10-15 hrs.	(4)	0.0	66.7	33.3	0.0	0.0	2.33
15-20 hrs.	(2)	50.0	0.0	50.0	0.0	0.0	2.00
20-30 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
Over 30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Superintendents	33	24.2	42.4	24.2	6.1	3.0	2.21
Under 5 hrs.	(16)	18.8	50.0	18.8	6.3	6.3	2.31
5-10 hrs.	(12)	36.4	36.4	27.3	0.0	0.0	1.91
10-15 hrs.	(3)	33.3	33.3	0.0	33.3	0.0	2.33
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	0.0	100.0	0.0	0.0	3.00

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Important 1	2	3	4	Unimportant 5	
Item 10 - Social environment							
Special Education Directors	34	14.7	47.1	23.5	8.8	2.9	2.29
Special Education Teachers	65	12.5	40.6	34.4	9.4	1.6	2.42
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	0.0	100.0	0.0	0.0	0.0	2.00
10-15 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
15-20 hrs.	(2)	0.0	50.0	0.0	50.0	0.0	3.00
20-30 hrs.	(9)	22.2	33.3	44.4	0.0	0.0	2.22
Over 30 hrs.	(50)	12.2	38.8	34.7	10.2	2.0	2.45
Regular Education Teachers	60	23.0	41.0	27.9	8.2	0.0	2.21
Under 5 hrs.	(31)	30.0	40.0	26.7	3.3	0.0	2.03
5-10 hrs.	(11)	20.0	40.0	40.0	0.0	0.0	2.20
10-15 hrs.	(7)	0.0	71.4	28.8	0.0	0.0	2.29
15-20 hrs.	(3)	0.0	33.3	33.3	33.3	0.0	3.00
20-30 hrs.	(3)	0.0	0.0	33.3	66.7	0.0	3.67
Over 30 hrs.	(5)	40.0	40.0	20.0	0.0	0.0	1.80
Principals	66	19.1	45.5	30.3	4.5	0.0	2.20
Under 5 hrs.	(34)	17.6	50.0	29.4	2.9	0.0	2.18
5-10 hrs.	(24)	25.0	37.5	29.2	8.3	0.0	2.21
10-15 hrs.	(4)	0.0	66.7	33.3	0.0	0.0	2.33
15-20 hrs.	(2)	0.0	50.0	50.0	0.0	0.0	2.50
20-30 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
Over 30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Superintendents	33	15.2	51.5	18.2	15.2	0.0	2.33
Under 5 hrs.	(16)	12.5	62.5	18.8	6.3	0.0	2.19
5-10 hrs.	(12)	27.3	54.5	18.2	0.0	0.0	1.91
10-15 hrs.	(3)	0.0	33.3	0.0	66.7	0.0	3.33
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	0.0	50.0	50.0	0.0	3.50

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY Very Important 1	2	3	4	Unimportant 5	MEAN($\overline{X}$)
Item 11 - Organization and management of schools							
Special Education Directors	34	23.5	52.9	8.8	11.8	0.0	2.03
Special Education Teachers	65	26.2	40.6	20.3	10.9	1.6	2.20
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(2)	50.0	0.0	0.0	50.0	0.0	2.50
20-30 hrs.	(9)	44.4	33.3	22.2	0.0	0.0	1.78
Over 30 hrs.	(50)	22.4	40.8	22.4	12.2	2.0	2.31
Regular Education Teachers	60	21.1	41.0	21.3	3.3	3.3	2.07
Under 5 hrs.	(31)	26.7	46.7	23.3	3.3	0.0	2.03
5-10 hrs.	(11)	30.0	30.0	10.0	10.0	0.0	2.00
10-15 hrs.	(7)	14.3	42.9	42.9	0.0	0.0	2.29
15-20 hrs.	(3)	66.7	0.0	0.0	0.0	33.3	2.33
20-30 hrs.	(3)	0.0	33.3	33.3	0.0	33.3	3.33
Over 30 hrs.	(5)	80.0	20.0	0.0	0.0	0.0	1.20
Principals	66	36.4	48.5	15.2	0.0	0.0	1.79
Under 5 hrs.	(34)	35.3	47.1	17.6	0.0	0.0	1.82
5-10 hrs.	(24)	33.3	54.2	12.5	0.0	0.0	1.79
10-15 hrs.	(4)	0.0	66.7	33.3	0.0	0.0	2.33
15-20 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Superintendents	33	15.2	57.6	21.2	6.1	0.0	2.18
Under 5 hrs.	(16)	18.8	50.0	31.3	0.0	0.0	2.13
5-10 hrs.	(12)	0.0	81.8	0.0	18.2	0.0	2.36
10-15 hrs.	(3)	33.3	33.3	33.3	0.0	0.0	2.00
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY Very Important 1	 2	 3	 4	 Unimportant 5	MEAN($\bar{X}$)
Item 12 - Administrative theory and principles							
Special Education Directors	34	17.6	32.4	38.2	8.8	0.0	2.32
Special Education Teachers	65	23.4	32.8	28.1	10.9	3.1	2.33
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	0.0	50.0	0.0	50.0	0.0	3.00
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(9)	33.3	33.3	22.2	11.1	0.0	2.11
Over 30 hrs.	(50)	22.4	28.6	32.7	10.2	4.1	2.39
Regular Education Teachers	60	16.4	34.4	32.8	8.2	8.2	2.57
Under 5 hrs.	(31)	13.3	43.3	33.3	3.3	6.7	2.47
5-10 hrs.	(11)	0.0	20.0	50.0	20.0	10.0	3.20
10-15 hrs.	(7)	0.0	42.9	42.9	14.3	0.0	2.71
15-20 hrs.	(3)	33.3	33.3	0.0	0.0	33.3	2.67
20-30 hrs.	(3)	0.0	33.3	0.0	33.3	33.3	3.67
Over 30 hrs.	(5)	80.0	20.0	0.0	0.0	0.0	1.40
Principals	66	22.7	45.5	21.2	9.1	1.5	2.21
Under 5 hrs.	(34)	23.5	47.1	23.5	5.9	0.0	2.12
5-10 hrs.	(24)	12.5	50.1	20.8	12.5	4.2	2.46
10-15 hrs.	(4)	0.0	66.7	33.3	0.0	0.0	2.33
15-20 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(1)	0.0	0.0	0.0	100.0	0.0	4.00
Superintendents	33	9.1	42.4	36.4	9.1	0.0	2.40
Under 5 hrs.	(16)	6.3	50.0	31.3	12.5	0.0	2.50
5-10 hrs.	(12)	9.1	45.5	36.4	9.1	0.0	2.36
10-15 hrs.	(3)	33.3	0.0	66.7	0.0	0.0	2.33
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY Very Impor- tant 1	2	3	4	Unim- port- ant 5	MEAN($\overline{X}$)
Item 13 - Testing and diagnosis							
Special Education Directors	34	11.8	47.1	23.5	11.8	2.9	2.38
Special Education Teachers	65	42.2	35.9	18.8	3.1	0.0	1.83
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	50.0	0.0	50.0	0.0	0.0	2.00
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(2)	0.0	50.0	50.0	0.0	0.0	2.50
20-30 hrs.	(9)	44.4	33.3	22.2	0.0	0.0	1.78
Over 30 hrs.	(50)	40.8	38.8	16.3	4.1	0.0	1.84
Regular Education Teachers	60	59.0	29.5	11.5	0.0	0.0	1.53
Under 5 hrs.	(31)	60.0	30.0	10.0	0.0	0.0	1.50
5-10 hrs.	(11)	50.0	30.0	20.0	0.0	0.0	1.70
10-15 hrs.	(7)	42.9	57.1	0.0	0.0	0.0	1.57
15-20 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(3)	33.3	33.3	33.3	0.0	0.0	2.00
Over 30 hrs.	(5)	80.0	0.0	20.0	0.0	0.0	1.40
Principals	66	42.4	28.8	24.2	3.0	1.5	1.92
Under 5 hrs.	(34)	29.4	26.5	38.2	5.9	0.0	2.21
5-10 hrs.	(24)	50.0	33.3	12.5	0.0	4.2	1.75
10-15 hrs.	(4)	66.7	33.3	0.0	0.0	0.0	1.33
15-20 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Superintendents	33	48.5	30.3	12.1	3.0	3.0	1.73
Under 5 hrs.	(16)	62.5	18.8	6.3	6.3	6.3	1.75
5-10 hrs.	(12)	45.5	45.5	9.1	0.0	0.0	1.36
10-15 hrs.	(3)	0.0	66.7	33.0	0.0	0.0	2.33
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	0.0	100.0	0.0	0.0	3.00

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					
		Very Important 1	2	3	4	Unimportant 5	MEAN($\overline{X}$)
Item 14 - Identification and placement of exceptional children							
Special Education Directors	34	44.1	32.4	8.8	8.8	2.9	1.85
Special Education Teachers	65	73.4	18.8	4.7	3.1	0.0	1.38
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	50.0	0.0	50.0	0.0	0.0	2.00
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(2)	0.0	100.0	0.0	0.0	0.0	2.00
20-30 hrs.	(9)	55.6	44.4	0.0	0.0	0.0	1.44
Over 30 hrs.	(50)	79.6	12.2	4.1	4.1	0.0	1.33
Regular Education Teachers	60	80.3	13.1	3.3	3.3	0.0	1.30
Under 5 hrs.	(31)	70.0	26.7	0.0	3.3	0.0	1.37
5-10 hrs.	(11)	80.0	0.0	10.0	10.0	0.0	1.50
10-15 hrs.	(7)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(5)	80.0	0.0	20.0	0.0	0.0	1.40
Principals	66	62.1	27.3	9.1	1.5	0.0	1.50
Under 5 hrs.	(34)	52.9	35.3	8.8	2.9	0.0	1.62
5-10 hrs.	(24)	70.8	16.7	12.5	0.0	0.0	1.42
10-15 hrs.	(4)	66.7	33.3	0.0	0.0	0.0	1.33
15-20 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Superintendents	33	66.7	18.2	9.1	3.0	0.0	1.42
Under 5 hrs.	(16)	75.0	6.3	12.5	6.3	0.0	1.50
5-10 hrs.	(12)	72.7	18.2	9.1	0.0	0.0	1.09
10-15 hrs.	(3)	33.3	66.7	0.0	0.0	0.0	1.67
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	50.0	50.0	0.0	0.0	2.50

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					
		Very Important				Unimportant	
		1	2	3	4	5	MEAN($\overline{X}$)
Item 15 - Historical perspectives of special education							
Special Education Directors	34	8.8	14.7	50.0	17.6	5.9	2.88
Special Education Teachers	65	4.7	26.6	40.6	20.3	7.8	3.00
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	0.0	0.0	50.0	0.0	50.0	4.00
10-15 hrs.	(1)	0.0	0.0	0.0	100.0	0.0	4.00
15-20 hrs.	(2)	0.0	50.0	0.0	50.0	0.0	3.00
20-30 hrs.	(9)	0.0	33.3	44.4	22.2	0.0	2.89
Over 30 hrs.	(50)	6.1	26.5	42.9	16.3	8.2	2.94
Regular Education Teachers	60	6.6	24.6	31.1	27.9	9.8	3.10
Under 5 hrs.	(31)	6.7	23.3	33.3	30.0	6.7	3.07
5-10 hrs.	(11)	0.0	0.0	60.0	40.0	0.0	3.40
10-15 hrs.	(7)	0.0	42.9	14.3	14.3	28.6	3.29
15-20 hrs.	(3)	0.0	66.7	0.0	0.0	33.3	3.00
20-30 hrs.	(3)	0.0	33.3	0.0	33.3	33.3	3.67
Over 30 hrs.	(5)	40.0	20.0	20.0	20.0	0.0	2.20
Principals	66	7.6	30.3	42.4	15.2	4.5	2.79
Under 5 hrs.	(34)	5.9	23.5	44.1	20.6	5.9	2.97
5-10 hrs.	(24)	4.2	41.7	37.5	12.5	4.2	2.71
10-15 hrs.	(4)	66.7	33.3	0.0	0.0	0.0	1.33
15-20 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Over 30 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
Superintendents	33	6.1	24.2	48.5	12.1	6.1	2.79
Under 5 hrs.	(16)	6.3	25.0	56.3	6.3	6.3	2.81
5-10 hrs.	(12)	18.2	27.3	36.4	18.2	0.0	2.46
10-15 hrs.	(3)	0.0	33.3	33.3	33.3	0.0	3.00
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	0.0	50.0	0.0	50.0	4.00

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY Very Important 1	2	3	4	Unimportant 5	MEAN($\overline{X}$)
Item 16 - Legal issues of special education							
Special Education Directors	34	58.8	32.4	5.9	0.0	0.0	1.41
Special Education Teachers	65	65.6	26.6	6.3	1.6	0.0	1.44
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	50.0	0.0	0.0	50.0	0.0	2.50
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(9)	66.7	33.3	0.0	0.0	0.0	1.33
Over 30 hrs.	(50)	65.3	26.5	8.2	0.0	0.0	1.43
Regular Education Teachers	60	49.2	34.4	13.1	1.6	1.6	1.72
Under 5 hrs.	(31)	56.7	30.0	13.3	0.0	0.0	1.57
5-10 hrs.	(11)	20.0	60.0	20.0	0.0	0.0	2.00
10-15 hrs.	(7)	42.9	28.6	14.3	14.3	0.0	2.00
15-20 hrs.	(3)	66.7	0.0	33.3	0.0	0.0	1.67
20-30 hrs.	(3)	33.3	33.3	0.0	0.0	33.3	2.67
Over 30 hrs.	(5)	80.0	20.0	0.0	0.0	0.0	1.20
Principals	56	47.0	33.3	16.7	3.0	0.0	1.76
Under 5 hrs.	(34)	38.2	29.4	26.5	5.9	0.0	2.00
5-10 hrs.	(24)	45.8	45.8	8.3	0.0	0.0	1.63
10-15 hrs.	(4)	66.7	33.3	0.0	0.0	0.0	1.33
15-20 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Superintendents	33	42.4	33.3	21.2	0.0	0.0	1.73
Under 5 hrs.	(16)	56.3	31.3	12.5	0.0	0.0	1.56
5-10 hrs.	(12)	27.3	36.4	27.3	9.1	0.0	1.82
10-15 hrs.	(3)	33.3	0.0	56.7	0.0	0.0	2.33
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	100.0	0.0	0.0	0.0	2.00

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Important 1	2	3	4	Unimportant 5	
Item 17 - Instructional techniques and remediation							
Special Education Directors	34	20.6	47.1	17.6	8.8	2.9	2.18
Special Education Teachers	65	40.6	43.8	12.5	3.1	0.0	1.78
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	0.0	0.0	100.0	0.0	0.0	3.00
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(9)	33.3	44.4	22.2	0.0	0.0	1.89
Over 30 hrs.	(50)	42.9	44.9	8.2	4.1	0.0	1.74
Regular Education Teachers	60	65.6	29.5	3.3	1.6	0.0	1.41
Under 5 hrs.	(31)	66.7	30.0	0.0	3.3	0.0	1.40
5-10 hrs.	(11)	50.0	40.0	10.0	0.0	0.0	1.60
10-15 hrs.	(7)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(3)	33.3	66.7	0.0	0.0	0.0	1.67
20-30 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(5)	60.0	40.0	0.0	0.0	0.0	1.40
Principals	66	42.4	48.5	7.6	1.5	0.0	1.68
Under 5 hrs.	(34)	38.2	52.9	5.9	2.9	0.0	1.74
5-10 hrs.	(24)	41.7	50.0	8.3	0.0	0.0	1.67
10-15 hrs.	(4)	66.7	33.3	0.0	0.0	0.0	1.33
15-20 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Superintendents	33	48.5	33.3	12.1	3.0	0.0	1.64
Under 5 hrs.	(16)	56.3	25.0	12.5	6.3	0.0	1.69
5-10 hrs.	(12)	54.5	36.4	9.1	0.0	0.0	1.27
10-15 hrs.	(3)	33.3	66.7	0.0	0.0	0.0	1.67
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	0.0	100.0	0.0	0.0	3.00

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					
		Very Important				Unimportant	
		1	2	3	4	5	MEAN($\overline{X}$)
Item 18 - Parent counseling							
Special Education Directors	34	20.6	52.9	17.6	2.9	2.9	2.06
Special Education Teachers	65	48.4	35.9	12.5	3.1	0.0	1.70
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	0.0	0.0	100.0	0.0	0.0	3.00
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(2)	0.0	50.0	50.0	0.0	0.0	2.50
20-30 hrs.	(9)	44.4	33.3	22.2	0.0	0.0	1.78
Over 30 hrs.	(50)	53.1	36.7	6.1	4.1	0.0	1.61
Regular Education Teachers	60	77.0	23.0	0.0	0.0	0.0	1.23
Under 5 hrs.	(31)	83.3	16.7	0.0	0.0	0.0	1.17
5-10 hrs.	(11)	60.0	40.0	0.0	0.0	0.0	1.40
10-15 hrs.	(7)	85.7	14.3	0.0	0.0	0.0	1.14
15-20 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(3)	33.3	66.7	0.0	0.0	0.0	1.67
Over 30 hrs.	(5)	60.0	40.0	0.0	0.0	0.0	1.40
Principals	66	53.0	33.3	13.6	0.0	0.0	1.61
Under 5 hrs.	(34)	44.1	44.1	11.8	0.0	0.0	1.68
5-10 hrs.	(24)	62.5	29.2	8.3	0.0	0.0	1.46
10-15 hrs.	(4)	66.7	0.0	33.3	0.0	0.0	1.67
15-20 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Superintendents	33	42.4	36.4	18.3	0.0	0.0	1.70
Under 5 hrs.	(16)	37.5	43.8	18.8	0.0	0.0	1.81
5-10 hrs.	(12)	58.5	32.4	9.1	0.0	0.0	1.36
10-15 hrs.	(3)	33.3	66.7	0.0	0.0	0.0	1.67
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	0.0	100.0	0.0	0.0	3.00

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY Very Important 1	2	3	4	Unimportant 5	MEAN($\overline{X}$)
Item 19 - Cognitive development							
Special Education Directors	34	11.8	47.1	35.3	2.9	0.0	2.24
Special Education Teachers	65	32.8	43.8	18.8	3.1	0.0	1.89
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	0.0	50.0	50.0	0.0	0.0	2.50
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(2)	0.0	0.0	100.0	0.0	0.0	3.00
20-30 hrs.	(9)	33.3	44.4	22.2	0.0	0.0	1.89
Over 30 hrs.	(50)	36.7	42.9	14.3	4.1	0.0	1.82
Regular Education Teachers	60	36.1	45.9	16.4	0.0	1.6	1.85
Under 5 hrs.	(31)	46.7	33.3	16.7	0.0	3.3	1.80
5-10 hrs.	(11)	10.0	80.0	10.0	0.0	0.0	2.00
10-15 hrs.	(7)	28.6	57.1	14.3	0.0	0.0	1.86
15-20 hrs.	(3)	33.3	33.3	33.3	0.0	0.0	2.00
20-30 hrs.	(3)	33.3	66.7	0.0	0.0	0.0	1.67
Over 30 hrs.	(5)	40.0	40.0	20.0	0.0	0.0	1.80
Principals	66	22.7	54.5	22.7	0.0	0.0	2.00
Under 5 hrs.	(34)	20.6	52.9	26.5	0.0	0.0	2.06
5-10 hrs.	(24)	16.7	62.5	20.8	0.0	0.0	2.04
10-15 hrs.	(4)	33.3	66.7	0.0	0.0	0.0	1.67
15-20 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Superintendents	33	12.1	51.5	30.3	0.0	0.0	2.06
Under 5 hrs.	(16)	12.5	50.5	37.5	0.0	0.0	2.25
5-10 hrs.	(12)	23.3	65.6	11.1	0.0	0.0	1.73
10-15 hrs.	(3)	0.0	33.3	66.7	0.0	0.0	2.67
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	50.0	0.0	50.0	0.0	0.0	2.00

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY Very Important 1	2	3	4	Unimportant 5	MEAN($\overline{X}$)
Item 20 - Behavior management							
Special Education Directors	34	11.8	52.9	23.5	5.9	2.9	2.27
Special Education Teachers	65	32.8	45.3	18.8	1.6	1.6	1.94
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	0.0	50.0	0.0	50.0	0.0	3.00
10-15 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
15-20 hrs.	(2)	0.0	0.0	100.0	0.0	0.0	3.00
20-30 hrs.	(9)	44.4	33.3	22.2	0.0	0.0	1.78
Over 30 hrs.	(50)	34.7	46.9	16.3	0.0	2.0	1.88
Regular Education Teachers	60	57.4	39.3	1.6	1.6	0.0	1.48
Under 5 hrs.	(31)	56.7	40.0	0.0	3.3	0.0	1.50
5-10 hrs.	(11)	80.0	20.0	0.0	0.0	0.0	1.20
10-15 hrs.	(7)	57.1	42.9	0.0	0.0	0.0	1.43
15-20 hrs.	(3)	66.7	0.0	33.3	0.0	0.0	1.67
20-30 hrs.	(3)	33.3	66.7	0.0	0.0	0.0	1.67
Over 30 hrs.	(5)	40.0	60.0	0.0	0.0	0.0	1.60
Principals	66	33.3	53.0	13.6	0.0	0.0	1.80
Under 5 hrs.	(34)	32.4	52.9	14.7	0.0	0.0	1.82
5-10 hrs.	(24)	33.3	54.2	12.5	0.0	0.0	1.79
10-15 hrs.	(4)	33.3	66.7	0.0	0.0	0.0	1.67
15-20 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
Over 30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Superintendents	33	18.2	57.6	15.2	6.1	0.0	2.03
Under 5 hrs.	(16)	12.5	62.5	18.2	6.3	0.0	2.19
5-10 hrs.	(12)	36.4	54.5	0.0	0.0	0.0	1.46
10-15 hrs.	(3)	0.0	66.7	33.3	0.0	0.0	2.33
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	0.0	50.0	50.0	0.0	3.50

TABLE 10 (cont.)

		SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					
Instrument Items, Role Positions, and SPED Hours	N/(n)	Very Important 1	2	3	4	Unimportant 5	MEAN($\overline{X}$)
Item 21 - Clinical observation and internship in special education							
Special Education Directors	34	17.6	47.1	17.6	11.8	2.9	2.27
Special Education Teachers	65	43.8	32.8	18.8	3.1	0.0	1.78
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	0.0	0.0	50.0	50.0	0.0	3.50
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(2)	0.0	50.0	50.0	0.0	0.0	2.50
20-30 hrs.	(9)	33.3	66.7	0.0	0.0	0.0	1.67
Over 30 hrs.	(50)	49.0	28.6	18.4	2.0	0.0	1.69
Regular Education Teachers	60	47.5	41.0	4.9	6.6	0.0	1.71
Under 5 hrs.	(31)	46.7	43.3	3.3	6.7	0.0	1.70
5-10 hrs.	(11)	30.0	50.0	10.0	10.0	0.0	2.00
10-15 hrs.	(7)	28.6	57.1	14.3	0.0	0.0	1.86
15-20 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(5)	60.0	20.0	0.0	20.0	0.0	1.80
Principals	66	19.7	42.4	27.3	10.6	0.0	2.89
Under 5 hrs.	(34)	11.8	41.2	29.4	17.6	0.0	2.53
5-10 hrs.	(24)	25.0	45.8	25.0	4.2	0.0	2.08
10-15 hrs.	(4)	33.3	33.3	33.3	0.0	0.0	2.00
15-20 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Over 30 hrs.	(1)	0.0	0.0	100.0	0.0	0.0	3.00
Superintendents	33	15.2	51.5	24.2	6.1	0.0	2.15
Under 5 hrs.	(16)	18.8	62.5	12.5	6.3	0.0	2.06
5-10 hrs.	(12)	18.2	54.5	18.2	0.0	0.0	1.82
10-15 hrs.	(3)	0.0	33.3	66.7	0.0	0.0	2.67
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	0.0	50.0	50.0	0.0	3.50

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY Very Important 1	2	3	4	Unimportant 5	MEAN($\overline{X}$)
Item 22 - Guidance and counseling							
Special Education Directors	34	11.8	26.5	47.1	11.8	0.0	2.53
Special Education Teachers	65	32.8	37.5	23.4	6.3	0.0	2.03
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	0.0	50.0	50.0	0.0	0.0	2.50
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(2)	0.0	50.0	50.0	0.0	0.0	2.50
20-30 hrs.	(9)	33.3	22.2	44.4	0.0	0.0	2.11
Over 30 hrs.	(50)	32.7	40.8	18.4	8.2	0.0	2.02
Regular Education Teachers	60	54.1	32.8	11.5	1.6	0.0	1.61
Under 5 hrs.	(31)	53.3	40.0	6.7	0.0	0.0	1.53
5-10 hrs.	(11)	30.0	40.0	30.0	0.0	0.0	2.00
10-15 hrs.	(7)	71.4	28.6	0.0	0.0	0.0	1.29
15-20 hrs.	(3)	66.7	33.3	0.0	0.0	0.0	1.33
20-30 hrs.	(3)	66.7	0.0	33.3	0.0	0.0	1.67
Over 30 hrs.	(5)	80.0	0.0	0.0	20.0	0.0	1.60
Principals	66	28.8	47.0	21.1	3.0	0.0	1.99
Under 5 hrs.	(34)	23.5	44.1	29.4	2.9	0.0	2.12
5-10 hrs.	(24)	33.3	50.0	12.5	4.2	0.0	1.88
10-15 hrs.	(4)	33.3	33.3	33.3	0.0	0.0	2.00
15-20 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Over 30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Superintendents	33	27.3	36.4	21.2	12.1	0.0	2.12
Under 5 hrs.	(16)	18.8	50.0	18.8	12.5	0.0	2.25
5-10 hrs.	(12)	45.5	27.3	9.1	18.2	0.0	1.64
10-15 hrs.	(3)	33.3	33.3	33.3	0.0	0.0	2.00
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	0.0	50.0	50.0	0.0	3.50

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					MEAN($\overline{X}$)
		Very Important				Unimportant	
		1	2	3	4	5	
Item 23 - Characteristics of exceptional children							
Special Education Directors	34	47.1	41.2	8.8	0.0	0.0	1.56
Special Education Teachers	65	60.9	26.6	7.8	4.7	0.0	1.56
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	50.0	0.0	0.0	50.0	0.0	2.50
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(9)	44.4	44.4	11.1	0.0	0.0	1.67
Over 30 hrs.	(50)	63.3	24.5	8.2	4.1	0.0	1.53
Regular Education Teachers	60	63.9	31.1	4.9	0.0	0.0	1.41
Under 5 hrs.	(31)	63.3	33.3	3.3	0.0	0.0	1.40
5-10 hrs.	(11)	70.0	20.0	10.0	0.0	0.0	1.40
10-15 hrs.	(7)	42.9	57.1	0.0	0.0	0.0	1.57
15-20 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(5)	60.0	20.0	20.0	0.0	0.0	1.60
Principals	66	47.0	40.9	10.6	1.5	0.0	1.67
Under 5 hrs.	(34)	38.2	44.1	14.7	2.9	0.0	1.82
5-10 hrs.	(24)	50.0	41.7	8.3	0.0	0.0	1.58
10-15 hrs.	(4)	66.7	33.3	0.0	0.0	0.0	1.33
15-20 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Superintendents	33	57.6	33.3	3.0	3.0	0.0	1.46
Under 5 hrs.	(16)	62.5	31.3	0.0	6.3	0.0	1.50
5-10 hrs.	(12)	63.1	27.3	9.1	0.0	0.0	1.30
10-15 hrs.	(3)	33.3	33.3	0.0	0.0	0.0	1.67
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	50.0	0.0	50.0	0.0	0.0	2.00

TABLE 10 (cont.)

Instrument Items, Role Positions, and SPED Hours	N/(n)	SCALED RESPONSE DISTRIBUTION (PERCENTAGE) ARRAY					
		Very Important 1	2	3	4	Unimportant 5	MEAN($\overline{X}$)
Item 24 - Instructional program for exceptional children							
Special Education Directors	34	47.1	41.2	2.9	2.9	2.9	1.65
Special Education Teachers	65	65.6	29.7	1.6	3.1	0.0	1.42
Under 5 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
5-10 hrs.	(2)	50.0	0.0	0.0	50.0	0.0	2.50
10-15 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
15-20 hrs.	(2)	50.0	50.0	0.0	0.0	0.0	1.50
20-30 hrs.	(9)	55.6	44.4	0.0	0.0	0.0	1.44
Over 30 hrs.	(50)	67.3	28.6	2.0	2.0	0.0	1.39
Regular Education Teachers	60	68.9	27.9	3.3	0.0	0.0	1.34
Under 5 hrs.	(31)	66.7	33.3	0.0	0.0	0.0	1.33
5-10 hrs.	(11)	60.0	20.0	20.0	0.0	0.0	1.60
10-15 hrs.	(7)	85.7	14.3	0.0	0.0	0.0	1.14
15-20 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(3)	100.0	0.0	0.0	0.0	0.0	1.00
Over 30 hrs.	(5)	60.0	40.0	0.0	0.0	0.0	1.40
Principals	66	43.9	45.5	6.1	4.5	0.0	1.71
Under 5 hrs.	(34)	35.3	50.0	5.9	8.8	0.0	1.88
5-10 hrs.	(24)	45.8	45.8	8.3	0.0	0.0	1.53
10-15 hrs.	(4)	66.7	33.3	0.0	0.0	0.0	1.33
15-20 hrs.	(2)	100.0	0.0	0.0	0.0	0.0	1.00
20-30 hrs.	(1)	0.0	100.0	0.0	0.0	0.0	2.00
Over 30 hrs.	(1)	100.0	0.0	0.0	0.0	0.0	1.00
Superintendents	33	60.6	33.3	3.0	0.0	0.0	1.36
Under 5 hrs.	(16)	75.0	18.8	6.3	0.0	0.0	1.31
5-10 hrs.	(12)	54.5	36.4	9.1	0.0	0.0	1.27
10-15 hrs.	(3)	33.3	66.7	0.0	0.0	0.0	1.67
15-20 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
20-30 hrs.	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Over 30 hrs.	(2)	0.0	100.0	0.0	0.0	0.0	2.00

TABLE 11: THE DESIRED AND ACTUAL PREPARATION OF SPECIAL EDUCATION DIRECTORS IN KANSAS BY BACKGROUND AND TRAINING

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 1 - Fiscal procedures relating to general school administration				
All Directors	34	1.76	2.09	- .33
District Structure and Size				
Type I Co-Op	7	2.00	1.57	.43
Type II Co-Op	4	1.25	2.00	- .75
Type III Co-Op	4	1.25	2.00	- .75
Type IV Co-Op	10	2.20	3.20	-1.00
Small Single District	8	1.63	1.70	- .07
Large Single District	2	2.50	1.50	1.00
Hours in Spec. Ed.				
0-10	4	1.75	1.25	.50
11-30	13	1.64	2.36	- .72
31-50	7	2.00	2.29	- .29
Over 50	10	2.20	3.60	-1.40
Hours in Gen. Admin.				
0-10	8	2.25	2.63	- .38
11-30	16	1.88	2.69	- .81
31-50	6	1.50	1.33	.17
Over 50	4	1.67	1.00	.67
Hours in Spec. Ed. Admin.				
0-5	13	1.69	1.85	- .16
6-10	14	1.62	2.46	- .84
11-30	7	2.38	2.50	- .12
Years in Position				
0-4	14	1.93	2.21	- .28
5-12	17	1.82	2.18	- .36
13-20	2	2.00	3.50	-1.50
Primary Training				
School Administration	10	1.40	1.50	- .10
Special Education Teacher	8	2.00	2.50	- .50
Guidance and Counseling	2	1.00	2.00	-1.00
School Psychology	10	2.10	3.00	- .90
Other	4	2.50	1.75	.75
Previous Position				
School Administration	10	1.40	1.50	- .10
Special Education Teacher	6	1.83	2.83	-1.00
Special Education Director	6	2.17	1.83	.34
School Psychology	8	2.25	3.00	- .75
Other	4	1.75	2.25	- .50

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 2 - Fiscal procedures relating to special education				
All Directors	34	1.18	1.74	- .56
District Structure and Size				
Type I Co-Op	7	1.00	1.57	- .57
Type II Co-Op	4	1.00	2.00	-1.00
Type III Co-Op	4	1.00	1.25	- .25
Type IV Co-Op	10	1.50	2.30	- .80
Small Single District	8	1.38	1.75	- .37
Large Single District	2	1.00	1.00	.00
Hours in Spec. Ed.				
0-10	4	1.25	1.50	- .25
11-30	13	1.46	2.27	- .81
31-50	7	1.00	1.71	- .71
Over 50	10	1.20	2.10	- .90
Hours in Gen. Admin.				
0-10	8	1.13	1.88	- .75
11-30	16	1.31	1.94	- .63
31-50	6	1.00	1.50	- .50
Over 50	4	1.67	2.00	- .33
Hours in Spec. Ed. Admin.				
0-5	13	1.23	2.00	- .77
6-10	14	1.15	1.92	- .77
11-30	7	1.25	1.38	- .13
Years in Position				
0-4	14	1.29	2.21	- .92
5-12	17	1.24	1.53	- .29
13-20	2	1.00	2.00	-1.00
Primary Training				
School Administration	10	1.30	1.50	- .20
Special Education Teacher	8	1.13	2.00	- .87
Guidance and Counseling	2	1.00	2.00	-1.00
School Psychology	10	1.40	2.20	- .80
Other	4	1.00	1.25	- .25
Previous Position				
School Administration	10	1.30	1.60	- .30
Special Education Teacher	6	1.00	2.33	-1.33
Special Education Director	6	1.33	1.50	- .17
School Psychology	8	1.25	2.00	- .75
Other	4	1.25	1.75	- .50

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\bar{X}$	Actual $\bar{X}$	Difference (D-A)
Item 3 - Curriculum development and supervision				
All Directors	34	1.76	2.29	- .53
District Structure and Size				
Type I Co-Op	7	1.86	2.14	- .28
Type II Co-Op	4	1.25	2.25	-1.00
Type III Co-Op	4	2.75	2.50	.25
Type IV Co-Op	10	1.80	2.90	-1.10
Small Single District	8	1.63	2.25	- .62
Large Single District	2	2.00	2.00	.00
Hours in Spec. Ed.				
0-10	4	2.00	2.25	- .25
11-30	13	2.00	2.73	- .73
31-50	7	1.86	2.57	- .71
Over 50	10	1.80	2.50	- .70
Hours in Gen. Admin.				
0-10	8	1.50	2.63	-1.13
11-30	16	2.13	2.69	- .56
31-50	6	2.00	2.50	- .50
Over 50	4	1.33	1.33	.00
Hours in Spec. Ed. Admin.				
0-5	13	1.69	2.39	- .70
6-10	14	2.00	2.54	- .54
11-30	7	1.75	2.50	- .75
Years in Position				
0-4	14	1.71	2.50	- .79
5-12	17	2.06	2.59	- .53
13-20	2	1.50	2.00	- .50
Primary Training				
School Administration	10	2.30	2.10	.20
Special Education Teacher	8	2.00	2.63	- .63
Guidance and Counseling	2	1.50	2.50	-1.00
School Psychology	10	1.40	2.80	-1.40
Other	4	1.75	2.25	- .50
Previous Position				
School Administration	10	2.00	2.10	- .10
Special Education Teacher	6	1.83	2.83	-1.00
Special Education Director	6	2.50	2.33	.17
School Psychology	8	1.25	2.50	-1.25
Other	4	1.75	3.00	-1.25

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 4 - Staff personnel selection and development				
All Directors	34	1.24	1.85	- .61
District Structure and Size				
Type I Co-Op	7	1.29	1.71	- .42
Type II Co-Op	4	1.25	2.00	- .75
Type III Co-Op	4	1.00	1.75	- .75
Type IV Co-Op	10	1.30	2.20	- .90
Small Single District	8	1.25	2.00	- .75
Large Single District	2	2.00	2.00	.00
Hours in Spec. Ed.				
0-10	4	1.50	1.75	- .25
11-30	13	1.36	2.09	- .73
31-50	7	1.29	2.29	-1.00
Over 50	10	1.20	2.00	- .80
Hours in Gen. Admin.				
0-10	8	1.38	2.25	- .87
11-30	16	1.25	2.06	- .81
31-50	6	1.17	2.00	- .83
Over 50	4	1.67	1.33	.34
Hours in Spec. Ed. Admin.				
0-5	13	1.31	2.15	- .84
6-10	14	1.39	2.00	- .61
11-30	7	1.00	1.75	- .75
Years in Position				
0-4	14	1.36	2.21	- .85
5-12	17	1.29	1.88	- .59
13-20	2	1.00	2.00	-1.00
Primary Training				
School Administration	10	1.40	1.70	- .30
Special Education Teacher	8	1.38	2.38	-1.00
Guidance and Counseling	2	1.00	1.50	- .50
School Psychology	10	1.30	2.20	- .90
Other	4	1.00	1.75	- .75
Previous Position				
School Administration	10	1.40	1.60	- .20
Special Education Teacher	6	1.17	2.67	-1.50
Special Education Director	6	1.33	1.83	- .50
School Psychology	8	1.25	1.88	- .63
Other	4	1.25	2.50	-1.25

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 5 - School law				
All Directors	34	1.59	1.85	- .26
District Structure and Size				
Type I Co-Op	7	1.43	1.57	- .14
Type II Co-Op	4	2.00	2.00	.00
Type III Co-Op	4	1.25	1.25	.00
Type IV Co-Op	10	1.80	2.40	- .60
Small Single District	8	1.75	2.00	- .25
Large Single District	2	1.50	1.50	.00
Hours in Spec. Ed.				
0-10	4	2.00	1.75	.25
11-30	13	1.73	2.36	- .63
31-50	7	1.57	1.86	- .29
Over 50	10	1.50	1.80	- .30
Hours in Gen. Admin.				
0-10	8	1.88	2.13	- .25
11-30	16	1.44	2.00	- .56
31-50	6	1.67	1.67	.00
Over 50	4	2.00	2.00	.00
Hours in Spec. Ed. Admin.				
0-5	13	1.77	1.92	- .15
6-10	14	1.69	2.23	- .54
11-30	7	1.25	1.50	- .25
Years in Position				
0-4	14	1.64	2.07	- .43
5-12	17	1.59	1.88	- .29
13-20	2	2.00	2.00	.00
Primary Training				
School Administration	10	1.60	1.60	.00
Special Education Teacher	8	1.50	2.13	- .63
Guidance and Counseling	2	2.00	2.00	.00
School Psychology	10	1.80	2.40	- .60
Other	4	1.50	1.25	.25
Previous Position				
School Administration	10	1.80	1.70	.10
Special Education Teacher	6	1.50	2.17	- .67
Special Education Director	6	1.33	1.50	- .17
School Psychology	8	1.75	2.25	- .50
Other	4	1.75	2.25	- .50

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 6 - Collective negotiations				
All Directors	34	3.18	3.06	.12
District Structure and Size				
Type I Co-Op	7	3.43	3.29	.14
Type II Co-Op	4	3.25	3.00	.25
Type III Co-Op	4	3.00	3.25	- .25
Type IV Co-Op	10	3.10	3.60	- .50
Small Single District	8	3.38	2.75	.63
Large Single District	2	3.50	3.00	.50
Hours in Spec. Ed.				
0-10	4	4.00	2.50	1.50
11-30	13	3.18	3.55	- .35
31-50	7	3.43	3.00	.43
Over 50	10	3.10	3.40	- .30
Hours in Gen. Admin.				
0-10	8	3.88	3.13	.75
11-30	16	3.00	3.75	- .75
31-50	6	3.33	3.00	.33
Over 50	4	3.67	2.67	1.00
Hours in Spec. Ed. Admin.				
0-5	13	3.62	3.00	.62
6-10	14	3.00	3.62	- .62
11-30	7	2.63	3.38	- .75
Years in Position				
0-4	14	3.14	3.14	.00
5-12	17	3.53	3.59	- .06
13-20	2	3.00	3.00	.00
Primary Training				
School Administration	10	3.60	2.90	.70
Special Education Teacher	8	3.50	3.25	.25
Guidance and Counseling	2	3.00	3.50	- .50
School Psychology	10	3.30	4.00	- .70
Other	4	2.25	2.75	- .50
Previous Position				
School Administration	10	3.60	2.90	.70
Special Education Teacher	6	3.00	3.17	- .17
Special Education Director	6	2.83	3.00	- .17
School Psychology	8	3.38	4.13	- .75
Other	4	3.50	3.50	.00

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 7 - School/community relations				
All Directors	34	1.50	2.03	- .53
District Structure and Size				
Type I Co-Op	7	1.57	2.00	- .43
Type II Co-Op	4	1.00	2.25	-1.25
Type III Co-Op	4	1.00	1.75	- .75
Type IV Co-Op	10	1.80	2.50	- .70
Small Single District	8	1.75	1.88	- .13
Large Single District	2	1.50	2.00	- .50
Hours in Spec. Ed.				
0-10	4	2.25	1.75	.50
11-30	13	1.27	2.00	- .73
31-50	7	1.43	2.29	- .86
Over 50	10	1.80	2.50	- .70
Hours in Gen. Admin.				
0-10	8	1.50	2.63	-1.13
11-30	16	1.50	2.31	- .81
31-50	6	1.67	1.88	- .21
Over 50	4	2.00	1.67	.33
Hours in Spec. Ed. Admin.				
0-5	13	1.54	2.15	- .61
6-10	14	1.46	2.15	- .69
11-30	7	1.63	2.38	- .75
Years in Position				
0-4	14	1.57	2.21	- .64
5-12	17	1.53	2.24	- .71
13-20	2	2.00	2.50	- .50
Primary Training				
School Administration	10	1.70	1.70	.00
Special Education Teacher	8	1.63	2.38	- .75
Guidance and Counseling	2	1.00	1.50	- .50
School Psychology	10	1.50	2.80	-1.30
Other	4	1.50	2.00	- .50
Previous Position				
School Administration	10	1.70	1.60	.10
Special Education Teacher	6	1.50	2.50	-1.00
Special Education Director	6	1.33	2.00	- .67
School Psychology	8	1.63	2.75	-1.12
Other	4	1.50	2.50	-1.00

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 8 - School plant				
All Directors	34	2.65	2.35	.30
District Structure and Size				
Type I Co-Op	7	1.86	1.71	.15
Type II Co-Op	4	3.50	2.75	.75
Type III Co-Op	4	2.00	2.25	- .25
Type IV Co-Op	10	3.40	2.70	.70
Small Single District	8	2.75	2.75	.00
Large Single District	2	2.00	2.00	.00
Hours in Spec. Ed.				
0-10	4	3.00	1.75	1.25
11-30	13	2.73	2.36	.37
31-50	7	2.71	3.29	- .58
Over 50	10	2.90	2.70	.20
Hours in Gen. Admin.				
0-10	8	3.13	3.25	- .12
11-30	16	2.63	2.69	- .06
31-50	6	2.50	1.83	.67
Over 50	4	3.00	1.67	1.33
Hours in Spec. Ed. Admin.				
0-5	13	2.69	2.39	.30
6-10	14	2.62	2.77	- .15
11-30	7	2.63	2.38	.25
Years in Position				
0-4	14	2.57	2.64	- .07
5-12	17	2.88	2.47	.41
13-20	2	3.00	3.00	.00
Primary Training				
School Administration	10	2.80	1.80	1.00
Special Education Teacher	8	2.75	3.50	- .75
Guidance and Counseling	2	1.50	2.50	-1.00
School Psychology	10	3.20	2.70	.50
Other	4	2.00	2.00	.00
Previous Position				
School Administration	10	2.50	1.70	.80
Special Education Teacher	6	2.50	3.67	-1.17
Special Education Director	6	2.83	2.33	.50
School Psychology	8	2.88	2.63	.25
Other	4	3.25	3.00	.25

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 9 - Student personnel services				
All Directors	34	2.21	2.24	- .03
District Structure and Size				
Type I Co-Op	7	2.29	2.43	- .14
Type II Co-Op	4	2.00	2.50	- .50
Type III Co-Op	4	2.75	2.50	.25
Type IV Co-Op	10	2.50	2.40	.10
Small Single District	8	1.63	2.00	- .37
Large Single District	2	2.50	1.50	1.00
Hours in Spec. Ed.				
0-10	4	2.25	2.25	.00
11-30	13	2.27	2.18	.09
31-50	7	2.71	3.00	- .29
Over 50	10	2.20	2.60	- .40
Hours in Gen. Admin.				
0-10	8	2.75	2.88	- .13
11-30	16	2.19	2.31	- .12
31-50	6	2.17	2.33	- .16
Over 50	4	2.00	2.00	.00
Hours in Spec. Ed. Admin.				
0-5	13	2.31	2.39	- .08
6-10	14	2.08	2.46	- .38
11-30	7	2.13	2.25	- .12
Years in Position				
0-4	14	2.29	2.43	- .14
5-12	17	2.24	2.29	- .05
13-20	2	3.00	3.50	- .50
Primary Training				
School Administration	10	2.20	2.40	- .20
Special Education Teacher	8	2.38	2.63	- .25
Guidance and Counseling	2	2.50	1.00	1.50
School Psychology	10	2.20	2.30	- .10
Other	4	2.25	2.75	- .50
Previous Position				
School Administration	10	2.00	1.90	.10
Special Education Teacher	6	2.33	3.17	- .84
Special Education Director	6	3.00	2.50	.50
School Psychology	8	2.25	2.50	- .25
Other	4	1.75	2.00	- .25

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 10 - Social environment				
All Directors	34	2.29	2.50	- .21
District Structure and Size				
Type I Co-Op	7	2.29	2.14	.15
Type II Co-Op	4	2.25	2.75	- .50
Type III Co-Op	4	2.50	2.25	.25
Type IV Co-Op	10	2.70	2.80	- .10
Small Single District	8	1.88	2.75	- .87
Large Single District	2	2.00	2.50	- .50
Hours in Spec. Ed.				
0-10	4	2.50	3.00	- .50
11-30	13	2.46	2.27	.19
31-50	7	2.43	3.43	-1.00
Over 50	10	2.40	2.70	- .30
Hours in Gen. Admin.				
0-10	8	2.25	3.00	- .75
11-30	16	2.50	2.63	- .13
31-50	6	2.33	2.67	- .34
Over 50	4	2.33	2.33	.00
Hours in Spec. Ed. Admin.				
0-5	13	2.23	2.69	- .46
6-10	14	2.39	2.69	- .30
11-30	7	2.25	2.50	- .25
Years in Position				
0-4	14	2.21	2.79	- .58
5-12	17	2.53	2.59	- .06
13-20	2	2.50	3.00	- .50
Primary Training				
School Administration	10	2.60	2.60	.00
Special Education Teacher	8	2.50	3.38	- .88
Guidance and Counseling	2	2.00	1.50	.50
School Psychology	10	2.30	2.60	- .30
Other	4	1.75	2.00	- .25
Previous Position				
School Administration	10	2.20	2.50	- .30
Special Education Teacher	6	2.50	3.50	-1.00
Special Education Director	6	2.83	2.33	.50
School Psychology	8	2.50	2.50	.00
Other	4	1.50	2.50	-1.00

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 11 - Organization and management of schools				
All Directors	34	2.00	2.06	- .06
District Structure and Size				
Type I Co-Op	7	1.86	1.57	.29
Type II Co-Op	4	1.75	2.00	- .25
Type III Co-Op	4	2.00	1.50	.50
Type IV Co-Op	10	2.70	2.60	.10
Small Single District	8	1.88	2.38	- .50
Large Single District	2	1.50	2.50	-1.00
Hours in Spec. Ed.				
0-10	4	2.00	2.00	.00
11-30	13	1.73	2.18	- .45
31-50	7	2.43	2.20	- .43
Over 50	10	2.40	2.20	.20
Hours in Gen. Admin.				
0-10	8	2.50	3.13	- .63
11-30	16	2.06	2.19	- .13
31-50	6	2.00	1.83	.17
Over 50	4	1.33	1.33	.00
Hours in Spec. Ed. Admin.				
0-5	13	1.92	2.15	- .23
6-10	14	2.00	2.46	- .46
11-30	7	2.13	2.00	.13
Years in Position				
0-4	14	1.86	2.50	- .64
5-12	17	2.29	2.12	.17
13-20	2	2.00	2.00	.00
Primary Training				
School Administration	10	1.90	1.60	.30
Special Education Teacher	8	2.00	2.88	- .88
Guidance and Counseling	2	1.50	1.50	.00
School Psychology	10	2.50	2.70	- .20
Other	4	2.00	1.75	.25
Previous Position				
School Administration	10	2.00	1.50	.50
Special Education Teacher	6	2.17	3.00	- .83
Special Education Director	6	1.83	2.33	- .50
School Psychology	8	2.50	2.50	.00
Other	4	1.75	2.25	- .50

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 12 - Administrative theory and principles				
All Directors	34	2.29	2.06	.23
District Structure and Size				
Type I Co-Op	7	2.29	1.71	.58
Type II Co-Op	4	3.00	2.25	.75
Type III Co-Op	4	2.50	2.00	.50
Type IV Co-Op	10	2.40	2.30	.10
Small Single District	8	2.25	2.25	.00
Large Single District	2	1.50	2.00	- .50
Hours in Spec. Ed.				
0-10	4	3.00	2.25	.75
11-30	13	2.36	2.18	.18
31-50	7	2.43	2.71	- .28
Over 50	10	2.30	2.40	- .10
Hours in Gen. Admin.				
0-10	8	2.38	3.00	- .62
11-30	16	2.19	2.25	- .06
31-50	6	2.67	2.00	.67
Over 50	4	3.00	1.67	-1.33
Hours in Spec. Ed. Admin.				
0-5	13	2.54	2.23	.31
6-10	14	2.31	2.62	- .31
11-30	7	2.00	1.88	.12
Years in Position				
0-4	14	2.14	2.43	- .29
5-12	17	2.65	2.29	.36
13-20	2	2.00	2.00	.00
Primary Training				
School Administration	10	2.90	2.00	.90
Special Education Teacher	8	2.38	2.63	- .25
Guidance and Counseling	2	2.50	2.00	.50
School Psychology	10	2.10	2.70	- .60
Other	4	1.75	1.50	.25
Previous Position				
School Administration	10	3.00	1.90	1.10
Special Education Teacher	6	2.67	2.67	.00
Special Education Director	6	2.00	2.33	- .33
School Psychology	8	1.88	2.50	- .62
Other	4	2.00	2.25	- .25

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 13 - Testing and diagnosis				
All Directors	34	2.38	1.97	.41
District Structure and Size				
Type I Co-Op	7	3.00	2.14	.86
Type II Co-Op	4	1.75	2.25	- .50
Type III Co-Op	4	3.25	2.25	1.00
Type IV Co-Op	10	2.10	1.70	.40
Small Single District	8	2.13	1.75	.38
Large Single District	2	3.50	3.00	.50
Hours in Spec. Ed.				
0-10	4	2.75	3.25	- .50
11-30	13	2.09	1.73	.36
31-50	7	2.71	2.29	.42
Over 50	10	2.30	1.70	.60
Hours in Gen. Admin.				
0-10	8	2.38	1.63	.75
11-30	16	2.56	1.81	.75
31-50	6	2.50	2.83	- .33
Over 50	4	1.67	2.33	- .66
Hours in Spec. Ed. Admin.				
0-5	13	2.23	2.00	.23
6-10	14	2.46	2.00	.46
11-30	7	2.50	1.88	.62
Years in Position				
0-4	14	2.29	1.93	.36
5-12	17	2.53	2.12	.41
13-20	2	2.50	1.50	1.00
Primary Training				
School Administration	10	2.70	3.00	- .30
Special Education Teacher	8	2.63	2.38	.25
Guidance and Counseling	2	2.50	1.50	1.00
School Psychology	10	2.10	1.00	1.10
Other	4	2.25	1.25	1.00
Previous Position				
School Administration	10	2.50	2.60	- .10
Special Education Teacher	6	2.00	2.00	.00
Special Education Director	6	3.00	2.50	.50
School Psychology	8	2.50	1.00	1.50
Other	4	2.00	1.50	.50

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 14 - Identification and placement of exceptional children				
All Directors	34	1.85	1.74	.11
District Structure and Size				
Type I Co-Op	7	2.57	2.14	.43
Type II Co-Op	4	1.50	1.75	- .25
Type III Co-Op	4	3.00	1.50	1.50
Type IV Co-Op	10	1.40	1.80	- .40
Small Single District	8	1.50	1.75	- .25
Large Single District	2	3.00	1.50	1.50
Hours in Spec. Ed.				
0-10	4	2.25	3.00	- .75
11-30	13	1.64	1.64	.00
31-50	7	2.00	1.71	.29
Over 50	10	1.70	1.40	.30
Hours in Gen. Admin.				
0-10	8	1.63	1.50	.13
11-30	16	2.00	1.38	.62
31-50	6	2.33	2.83	- .50
Over 50	4	1.00	2.33	-1.33
Hours in Spec. Ed. Admin.				
0-5	13	1.85	2.00	- .15
6-10	14	1.85	1.62	.23
11-30	7	1.88	1.38	.50
Years in Position				
0-4	14	1.79	1.64	.15
5-12	17	1.94	1.82	.12
13-20	2	2.00	1.50	.50
Primary Training				
School Administration	10	2.50	2.50	.00
Special Education Teacher	8	1.75	1.63	.12
Guidance and Counseling	2	2.00	1.50	.50
School Psychology	10	1.60	1.20	.40
Other	4	2.00	1.25	.75
Previous Position				
School Administration	10	2.10	2.40	- .30
Special Education Teacher	6	1.17	1.67	- .50
Special Education Director	6	2.67	1.50	1.17
School Psychology	8	1.75	1.13	.62
Other	4	1.75	1.50	.25

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 15 - Historical perspectives of special education				
All Directors	34	2.85	2.26	.59
District Structure and Size				
Type I Co-Op	7	3.71	2.71	1.00
Type II Co-Op	4	2.75	3.00	- .25
Type III Co-Op	4	3.25	2.50	- .75
Type IV Co-Op	10	2.70	2.00	.70
Small Single District	8	3.00	2.25	.75
Large Single District	2	2.00	1.50	.50
Hours in Spec. Ed.				
0-10	4	3.75	4.25	- .50
11-30	13	2.73	2.55	.18
31-50	7	2.86	2.29	.57
Over 50	10	2.70	1.80	.90
Hours in Gen. Admin.				
0-10	8	2.88	2.13	.75
11-30	16	2.63	2.00	.63
31-50	6	3.50	2.67	.83
Over 50	4	3.00	3.33	- .33
Hours in Spec. Ed. Admin.				
0-5	13	2.23	2.92	- .69
6-10	14	2.69	2.23	.46
11-30	7	2.38	1.75	.63
Years in Position				
0-4	14	2.71	2.36	.35
5-12	17	3.00	2.59	.41
13-20	2	3.00	1.50	1.50
Primary Training				
School Administration	10	3.30	3.30	.00
Special Education Teacher	8	2.88	2.25	.63
Guidance and Counseling	2	4.00	3.00	1.00
School Psychology	10	2.40	1.80	.60
Other	4	3.00	1.50	1.50
Previous Position				
School Administration	10	3.70	3.30	.40
Special Education Teacher	6	3.00	2.67	.33
Special Education Director	6	2.50	2.00	.50
School Psychology	8	2.50	1.50	1.00
Other	4	2.50	2.00	.50

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 16 - Legal issues of special education				
All Directors	34	1.38	1.76	- .38
District Structure and Size				
Type I Co-Op	7	1.71	1.71	.00
Type II Co-Op	4	1.25	2.50	-1.25
Type III Co-Op	4	1.25	1.25	.00
Type IV Co-Op	10	1.20	1.90	- .70
Small Single District	8	1.75	1.75	.00
Large Single District	2	1.50	2.00	- .50
Hours in Spec. Ed.				
0-10	4	2.50	2.00	.50
11-30	13	1.46	2.09	- .63
31-50	7	1.29	2.00	- .71
Over 50	10	1.10	1.50	- .40
Hours in Gen. Admin.				
0-10	8	1.38	1.88	- .50
11-30	16	1.13	1.69	- .56
31-50	6	2.00	3.50	-1.50
Over 50	4	2.00	2.33	- .33
Hours in Spec. Ed. Admin.				
0-5	13	1.69	1.92	- .23
6-10	14	1.39	1.92	- .53
11-30	7	1.00	1.63	- .63
Years in Position				
0-4	14	1.50	2.07	- .57
5-12	17	1.35	1.77	- .42
13-20	2	1.50	1.50	.00
Primary Training				
School Administration	10	1.70	2.00	- .30
Special Education Teacher	8	1.25	2.13	- .88
Guidance and Counseling	2	2.00	2.00	.00
School Psychology	10	1.20	1.70	- .50
Other	4	1.50	1.25	.25
Previous Position				
School Administration	10	1.90	1.90	.00
Special Education Teacher	6	1.17	2.17	-1.00
Special Education Director	6	1.33	1.83	- .50
School Psychology	8	1.13	1.63	- .50
Other	4	1.50	1.75	- .25

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 17 - Instructional techniques and remediation				
All Directors	34	2.15	2.35	- .20
District Structure and Size				
Type I Co-Op	7	2.43	2.71	- .28
Type II Co-Op	4	2.25	2.50	- .25
Type III Co-Op	4	3.25	3.00	.25
Type IV Co-Op	10	2.00	2.30	- .30
Small Single District	8	1.63	2.25	- .62
Large Single District	2	2.50	2.00	.50
Hours in Spec. Ed.				
0-10	4	2.00	3.50	-1.50
11-30	13	2.36	2.73	- .37
31-50	7	2.57	2.57	.00
Over 50	10	2.00	2.00	.00
Hours in Gen. Admin.				
0-10	8	2.25	2.25	.00
11-30	16	2.31	2.38	- .07
31-50	6	2.50	2.17	.33
Over 50	4	1.67	2.00	- .33
Hours in Spec. Ed. Admin.				
0-5	13	2.31	2.46	- .15
6-10	14	2.23	2.54	- .31
11-30	7	1.88	2.50	- .62
Years in Position				
0-4	14	2.29	2.14	.15
5-12	17	2.24	2.77	- .53
13-20	2	2.50	2.00	.50
Primary Training				
School Administration	10	2.30	3.00	- .70
Special Education Teacher	8	2.38	2.25	.13
Guidance and Counseling	2	3.50	3.50	.00
School Psychology	10	1.90	2.10	- .20
Other	4	2.00	2.25	- .25
Previous Position				
School Administration	10	2.10	2.20	- .70
Special Education Teacher	6	2.33	2.17	.16
Special Education Director	6	3.00	2.67	.33
School Psychology	8	1.88	2.13	- .25
Other	4	2.00	2.75	- .75

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 18 - Parent counseling				
All Directors	34	2.06	2.21	- .15
District Structure and Size				
Type I Co-Op	7	2.29	2.14	.15
Type II Co-Op	4	1.50	2.50	-1.00
Type III Co-Op	4	2.75	1.75	1.00
Type IV Co-Op	10	1.90	2.20	- .30
Small Single District	8	1.88	2.50	- .62
Large Single District	2	3.00	2.00	1.00
Hours in Spec. Ed.				
0-10	4	2.50	3.25	- .75
11-30	13	2.00	2.09	- .09
31-50	7	2.57	3.00	- .43
Over 50	10	1.80	1.70	.10
Hours in Gen. Admin.				
0-10	8	2.25	2.38	- .13
11-30	16	2.06	1.94	.12
31-50	6	2.33	3.67	-1.34
Over 50	4	2.00	3.00	-1.00
Hours in Spec. Ed. Admin.				
0-5	13	1.92	2.46	- .54
6-10	14	2.23	2.31	- .08
11-30	7	2.00	1.80	.20
Years in Position				
0-4	14	2.21	2.43	- .22
5-12	17	2.12	2.24	- .12
13-20	2	2.00	2.00	.00
Primary Training				
School Administration	10	2.50	3.00	- .50
Special Education Teacher	8	2.13	2.63	- .50
Guidance and Counseling	2	2.50	1.00	1.50
School Psychology	10	1.80	1.70	.10
Other	4	1.75	1.75	.00
Previous Position				
School Administration	10	2.20	2.70	- .50
Special Education Teacher	6	1.67	2.67	-1.00
Special Education Director	6	2.83	2.17	.66
School Psychology	8	2.13	1.75	.38
Other	4	1.50	1.75	- .25

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 19 - Cognitive development				
All Directors	34	2.21	2.21	.00
District Structure and Size				
Type I Co-Op	7	2.57	2.43	.14
Type II Co-Op	4	2.25	2.75	- .50
Type III Co-Op	4	2.25	2.50	- .25
Type IV Co-Op	10	2.10	1.90	.20
Small Single District	8	2.38	2.25	.13
Large Single District	2	2.50	3.00	- .50
Hours in Spec. Ed.				
0-10	4	2.75	3.25	- .50
11-30	13	1.82	2.00	- .18
31-50	7	2.57	2.86	- .29
Over 50	10	2.30	2.10	.20
Hours in Gen. Admin.				
0-10	8	2.63	2.50	.13
11-30	16	2.13	2.06	.07
31-50	6	2.17	2.83	- .66
Over 50	4	2.33	2.33	.00
Hours in Spec. Ed. Admin.				
0-5	13	2.46	2.31	.15
6-10	14	1.85	2.31	- .46
11-30	7	2.25	2.38	- .13
Years in Position				
0-4	14	2.29	2.14	- .15
5-12	17	2.29	2.59	- .30
13-20	2	2.00	1.50	- .50
Primary Training				
School Administration	10	2.30	2.90	- .60
Special Education Teacher	8	2.50	2.75	- .25
Guidance and Counseling	2	2.50	2.00	.50
School Psychology	10	2.20	1.60	.60
Other	4	2.00	2.00	.00
Previous Position				
School Administration	10	2.50	2.70	- .20
Special Education Teacher	6	2.33	2.50	- .17
Special Education Director	6	2.17	2.50	- .33
School Psychology	8	2.38	1.63	.75
Other	4	1.75	2.25	- .50

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 20 - Behavior management				
All Directors	34	2.18	2.03	.15
District Structure and Size				
Type I Co-Op	7	2.57	2.00	.57
Type II Co-Op	4	2.25	2.25	.00
Type III Co-Op	4	2.75	2.25	.50
Type IV Co-Op	10	2.00	2.00	.00
Small Single District	8	2.25	2.25	.00
Large Single District	2	3.00	2.50	.50
Hours in Spec. Ed.				
0-10	4	2.50	3.00	- .50
11-30	13	2.46	2.55	- .09
31-50	7	2.43	2.14	.29
Over 50	10	1.90	1.90	.00
Hours in Gen. Admin.				
0-10	8	2.13	2.13	.00
11-30	16	2.43	1.94	.49
31-50	6	2.33	2.83	- .50
Over 50	4	2.00	2.67	- .67
Hours in Spec. Ed. Admin.				
0-5	13	2.46	2.23	.23
6-10	14	2.31	2.46	- .15
11-30	7	1.88	1.63	.25
Years in Position				
0-4	14	2.43	2.07	.36
5-12	17	2.18	2.35	- .17
13-20	2	2.50	2.00	.50
Primary Training				
School Administration	10	2.60	2.70	- .10
Special Education Teacher	8	2.25	2.13	.12
Guidance and Counseling	2	2.00	2.50	- .50
School Psychology	10	2.30	1.90	.40
Other	4	2.00	1.50	.50
Previous Position				
School Administration	10	2.40	2.40	.00
Special Education Teacher	6	1.83	2.00	- .17
Special Education Director	6	2.83	2.50	.33
School Psychology	8	2.13	1.75	.38
Other	4	2.50	2.25	.25

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 21 - Clinical observations and internship in special education				
All Directors	34	2.24	2.38	- .14
District Structure and Size				
Type I Co-Op	7	3.29	3.00	.29
Type II Co-Op	4	1.75	2.50	- .75
Type III Co-Op	4	1.75	1.50	.25
Type IV Co-Op	10	1.90	2.20	- .30
Small Single District	8	2.50	3.13	- .63
Large Single District	2	3.00	2.00	1.00
Hours in Spec. Ed.				
0-10	4	3.25	4.25	-1.00
11-30	13	2.18	2.55	- .37
31-50	7	2.43	2.57	- .14
Over 50	10	1.90	1.70	.20
Hours in Gen. Admin.				
0-10	8	2.13	2.38	- .25
11-30	16	2.13	2.00	.13
31-50	6	2.83	3.17	- .34
Over 50	4	2.67	4.00	-1.33
Hours in Spec. Ed. Admin.				
0-5	13	2.69	3.00	- .31
6-10	14	1.92	2.31	- .39
11-30	7	2.25	2.00	.25
Years in Position				
0-4	14	2.50	2.50	.00
5-12	17	2.12	2.59	- .47
13-20	2	2.50	1.50	1.00
Primary Training				
School Administration	10	2.60	3.00	- .40
Special Education Teacher	8	2.25	2.38	- .13
Guidance and Counseling	2	2.50	2.00	.50
School Psychology	10	2.00	2.00	.00
Other	4	2.50	2.25	.25
Previous Position				
School Administration	10	2.80	3.50	- .70
Special Education Teacher	6	1.67	2.33	- .66
Special Education Director	6	2.50	2.00	.50
School Psychology	8	2.13	1.88	.25
Other	4	2.25	2.25	.00

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired X̄	Actual X̄	Difference (D-A)
Item 22 - Guidance and counseling				
All Directors	34	2.53	2.65	- .12
District Structure and Size				
Type I Co-Op	7	2.29	2.57	- .28
Type II Co-Op	4	2.50	3.50	-1.00
Type III Co-Op	4	2.25	1.25	1.00
Type IV Co-Op	10	2.80	2.70	.10
Small Single District	8	2.38	2.75	- .37
Large Single District	2	3.50	3.50	.00
Hours in Spec. Ed.				
0-10	4	2.75	3.25	- .50
11-30	13	2.18	2.09	.09
31-50	7	3.14	3.43	- .29
Over 50	10	2.70	2.70	.00
Hours in Gen. Admin.				
0-10	8	3.38	3.13	.25
11-30	16	2.44	2.50	- .06
31-50	6	2.17	2.67	- .50
Over 50	4	2.67	3.33	- .66
Hours in Spec. Ed. Admin.				
0-5	13	2.39	2.85	- .46
6-10	14	2.46	2.46	.00
11-30	7	2.63	2.88	- .25
Years in Position				
0-4	14	2.57	3.00	- .43
5-12	17	2.65	2.53	.12
13-20	2	3.00	3.00	.00
Primary Training				
School Administration	10	2.50	2.70	- .20
Special Education Teacher	8	2.88	3.63	- .75
Guidance and Counseling	2	1.50	1.00	.50
School Psychology	10	2.80	2.60	.20
Other	4	2.25	2.00	.25
Previous Position				
School Administration	10	2.20	2.50	- .30
Special Education Teacher	6	2.33	3.17	- .84
Special Education Director	6	2.83	2.50	.33
School Psychology	8	3.13	2.70	.43
Other	4	2.50	2.75	- .25

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 23 - Characteristics of exceptional children				
All Directors	34	1.56	1.74	- .18
District Structure and Size				
Type I Co-Op	7	1.71	1.86	- .15
Type II Co-Op	4	1.75	2.50	- .75
Type III Co-Op	4	1.25	1.50	- .25
Type IV Co-Op	10	1.60	1.60	.00
Small Single District	8	1.63	1.88	- .25
Large Single District	2	2.00	1.50	.50
Hours in Spec. Ed.				
0-10	4	2.00	3.00	-1.00
11-30	13	1.64	2.00	- .36
31-50	7	1.57	1.71	- .14
Over 50	10	1.40	1.40	.00
Hours in Gen. Admin.				
0-10	8	1.50	1.63	- .13
11-30	16	1.44	1.44	.00
31-50	6	2.00	2.67	- .67
Over 50	4	2.00	3.00	-1.00
Hours in Spec. Ed. Admin.				
0-5	13	1.54	2.08	- .54
6-10	14	1.62	1.85	- .23
11-30	7	1.63	1.38	.25
Years in Position				
0-4	14	1.71	1.71	.00
5-12	17	1.41	2.00	- .59
13-20	2	2.50	1.50	1.00
Primary Training				
School Administration	10	1.80	2.60	- .80
Special Education Teacher	8	1.38	1.50	- .12
Guidance and Counseling	2	2.00	2.00	.00
School Psychology	10	1.50	1.50	.00
Other	4	1.75	1.25	.50
Previous Position				
School Administration	10	1.90	2.60	- .70
Special Education Teacher	6	1.17	1.50	- .38
Special Education Director	6	1.67	1.50	.17
School Psychology	8	1.63	1.38	.25
Other	4	1.50	1.75	- .25

TABLE 11 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 24 - Instructional programming for exceptional children				
All Directors	34	1.62	2.06	- .44
District Structure and Size				
Type I Co-Op	7	1.71	2.00	- .29
Type II Co-Op	4	1.25	2.75	-1.50
Type III Co-Op	4	2.25	1.75	.50
Type IV Co-Op	10	1.50	2.30	- .80
Small Single District	8	1.63	2.13	- .50
Large Single District	2	2.50	2.00	.50
Hours in Spec. Ed.				
0-10	4	1.75	3.00	-1.25
11-30	13	1.73	2.55	- .82
31-50	7	2.00	2.14	- .14
Over 50	10	1.30	1.60	- .30
Hours in Gen. Admin.				
0-10	8	1.88	2.00	- .12
11-30	16	1.63	1.88	- .25
31-50	6	1.67	2.67	-1.00
Over 50	4	1.33	3.33	-2.00
Hours in Spec. Ed. Admin.				
0-5	13	1.69	2.54	- .85
6-10	14	1.77	2.23	- .46
11-30	7	1.38	1.50	- .12
Years in Position				
0-4	14	1.79	2.14	- .35
5-12	17	1.53	2.24	- .71
13-20	2	2.00	2.00	.00
Primary Training				
School Administration	10	1.80	2.70	- .90
Special Education Teacher	8	1.75	1.75	.00
Guidance and Counseling	2	1.50	2.00	- .50
School Psychology	10	1.50	2.20	- .70
Other	4	1.75	1.75	.00
Previous Position				
School Administration	10	1.60	2.80	-1.20
Special Education Teacher	6	1.50	1.67	- .17
Special Education Director	6	2.50	2.00	.50
School Psychology	8	1.38	1.88	- .50
Other	4	1.50	2.25	- .75

TABLE 12

t-TEST OF SIGNIFICANCE BETWEEN DESIRED AND ACTUAL PREPARATION AREAS FOR SPECIAL EDUCATION DIRECTORS IN KANSAS

Item	Desired Mean	Actual Mean	Degrees of Freedom	t Value	Significance Level
1 - Fiscal procedures-General administration	1.76	2.09	33	-1.38	.176
2 - Fiscal procedures-Special education	1.18	1.74	33	-3.96	.000*
3 - Curriculum development and supervision	1.76	2.29	33	-2.45	.020*
4 - Staff personnel selection and development	1.24	1.85	33	-3.66	.001*
5 - School law	1.59	1.85	33	-1.72	.095
6 - Collective negotiations	3.18	3.06	33	0.47	.644
7 - School-community relations	1.50	2.03	33	-3.21	.003*
8 - School plant	2.65	2.35	33	1.33	.193
9 - Student personnel services	2.21	2.24	33	0.17	.869
10 - Social environment	2.29	2.50	33	-0.96	.344
11 - Organization and management of schools	2.00	2.06	33	-0.29	.773
12 - Administrative theory and principles	2.29	2.06	33	1.44	.160
13 - Testing and diagnosis	2.38	1.97	33	2.17	.037*

TABLE 12 (con't)

Item	Desired Mean	Actual Mean	Degrees of Freedom	t Value	Significance Level
14 - Identification and placement of exceptional children	1.85	1.74	33	0.51	.613
15 - Historical perspectives of special education	2.85	2.26	33	3.03	.005*
16 - Legal issues of special education	1.38	1.76	33	-2.42	.021*
17 - Instructional techniques and remediation	2.15	2.35	33	-1.13	.269
18 - Parent counseling	2.06	2.21	33	-0.67	.508
19 - Cognitive development	2.21	2.21	33	0.00	1.000
20 - Behavior management	2.18	2.03	33	0.76	.454
21 - Clinical observation and internship in special education	2.24	2.38	33	-0.69	.492
22 - Guidance and counseling	2.53	2.65	33	-0.66	.513
23 - Characteristics of exceptional children	1.56	1.74	33	-1.06	.296
24 - Instructional program for exceptional children	1.62	2.06	33	-1.90	.066

*Significant at the .05 level or beyond

TABLE 13: THE DESIRED AND ACTUAL JOB ACTIVITIES OF SPECIAL EDUCATION DIRECTORS IN KANSAS BY BACKGROUND AND TRAINING

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 1 - Direct services to children				
All Directors	34	3.24	4.00	-1.76
District Structure and Size				
Type I Co-Op	7	3.14	3.43	- .29
Type II Co-Op	4	2.75	3.75	-1.00
Type III Co-Op	4	3.25	5.00	-1.75
Type IV Co-Op	10	3.50	4.20	- .70
Small Single District	8	2.75	3.38	- .63
Large Single District	2	4.00	4.50	- .50
Hours in Spec. Ed.				
0-10	4	4.00	4.25	- .25
11-30	13	2.58	3.58	-1.00
31-50	7	3.14	4.00	- .86
Over 50	10	3.60	4.30	- .70
Hours in Gen. Admin.				
0-10	8	3.25	4.00	- .75
11-30	16	3.13	4.06	- .93
31-50	6	3.67	4.11	- .50
Over 50	4	3.67	4.33	- .66
Hours in Spec. Ed. Admin.				
0-5	13	3.15	3.77	- .62
6-10	14	3.29	4.21	- .92
11-30	7	4.00	3.13	.87
Years in Position				
0-4	14	3.29	4.00	- .71
5-12	17	3.12	4.06	- .94
13-20	2	5.00	5.00	.00
Primary Training				
School Administration	10	3.60	4.10	- .50
Special Education Teacher	8	3.25	3.88	- .63
Guidance and Counseling	2	2.50	4.50	-2.00
School Psychology	10	3.20	4.20	-1.00
Other	4	2.75	3.25	- .50
Previous Position				
School Administration	10	3.40	3.70	- .30
Special Education Teacher	6	2.83	3.83	-1.00
Special Education Director	6	3.50	4.67	-1.17
School Psychology	8	3.25	4.25	-1.00
Other	4	3.00	3.50	- .50

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 2 - Supervising and evaluating teachers				
All Directors	34	2.62	2.79	- .17
District Structure and Size				
Type I Co-Op	7	2.71	2.43	.28
Type II Co-Op	4	2.00	2.50	- .50
Type III Co-Op	4	3.75	3.75	.00
Type IV Co-Op	10	2.70	2.30	.40
Small Single District	8	2.38	2.88	- .50
Large Single District	2	3.00	4.00	-1.00
Hours in Spec. Ed.				
0-10	4	2.25	3.25	-1.00
11-30	13	2.83	2.67	.16
31-50	7	2.29	3.00	- .71
Over 50	10	2.80	2.70	.10
Hours in Gen. Admin.				
0-10	8	2.63	2.88	- .25
11-30	16	2.56	2.75	- .19
31-50	6	2.33	2.83	- .50
Over 50	4	2.67	3.33	- .66
Hours in Spec. Ed. Admin.				
0-5	13	2.38	2.54	- .61
6-10	14	2.86	3.07	- .21
11-30	7	2.63	2.13	.50
Years in Position				
0-4	14	2.14	2.64	- .50
5-12	17	2.82	3.06	- .24
13-20	2	3.00	2.50	.50
Primary Training				
School Administration	10	2.70	3.20	- .50
Special Education Teacher	8	2.25	2.88	- .63
Guidance and Counseling	2	3.50	2.50	1.00
School Psychology	10	2.50	2.50	.00
Other	4	3.00	2.50	.50
Previous Position				
School Administration	10	2.90	2.90	.00
Special Education Teacher	6	2.00	2.67	- .67
Special Education Director	6	3.00	3.00	.00
School Psychology	8	2.75	2.38	.37
Other	4	2.00	3.25	-1.25

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 3 - Parent conferences				
All Directors	34	2.68	3.15	- .47
District Structure and Size				
Type I Co-Op	7	2.57	3.00	- .43
Type II Co-Op	4	2.75	3.50	- .75
Type III Co-Op	4	2.00	2.75	- .75
Type IV Co-Op	10	2.70	3.30	- .60
Small Single District	8	2.63	2.75	- .12
Large Single District	2	3.50	3.50	.00
Hours in Spec. Ed.				
0-10	4	3.25	4.00	- .75
11-30	13	2.33	3.42	-1.09
31-50	7	3.00	3.00	.00
Over 50	10	2.70	2.70	.00
Hours in Gen. Admin.				
0-10	8	2.88	3.00	- .12
11-30	16	2.19	2.94	- .75
31-50	6	3.33	3.67	- .34
Over 50	4	4.00	4.33	- .33
Hours in Spec. Ed. Admin.				
0-5	13	2.62	2.85	- .23
6-10	14	2.71	3.50	- .79
11-30	7	2.88	2.75	.13
Years in Position				
0-4	14	2.57	3.00	- .43
5-12	17	2.77	3.53	- .76
13-20	2	3.50	2.00	1.50
Primary Training				
School Administration	10	3.00	4.00	-1.00
Special Education Teacher	8	2.63	2.50	.13
Guidance and Counseling	2	3.00	3.00	.00
School Psychology	10	2.40	3.30	- .90
Other	4	2.50	2.00	.50
Previous Position				
School Administration	10	3.10	3.80	- .70
Special Education Teacher	6	2.17	2.00	.17
Special Education Director	6	2.83	3.50	- .67
School Psychology	8	2.50	3.13	- .63
Other	4	2.50	2.75	- .25

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 4 - In-service training				
All Directors	34	2.26	2.65	- .39
District Structure and Size				
Type I Co-Op	7	2.43	2.71	- .28
Type II Co-Op	4	2.50	2.25	.25
Type III Co-Op	4	2.25	3.00	- .75
Type IV Co-Op	10	2.30	2.70	- .40
Small Single District	8	1.88	2.63	- .75
Large Single District	2	2.00	1.50	.50
Hours in Spec. Ed.				
0-10	4	2.75	2.75	.00
11-30	13	2.17	2.75	- .58
31-50	7	2.29	2.57	- .28
Over 50	10	2.20	2.50	- .30
Hours in Gen. Admin.				
0-10	8	2.63	2.50	.13
11-30	16	2.00	2.63	- .63
31-50	6	2.67	3.00	- .33
Over 50	4	2.33	2.67	- .34
Hours in Spec. Ed. Admin.				
0-5	13	2.15	2.38	- .23
6-10	14	2.43	3.14	- .71
11-30	7	2.25	2.13	.12
Years in Position				
0-4	14	1.93	2.43	- .50
5-12	17	2.65	3.06	- .41
13-20	2	2.00	1.50	.50
Primary Training				
School Administration	10	2.40	3.20	- .80
Special Education Teacher	8	2.13	2.50	- .37
Guidance and Counseling	2	3.00	3.00	.00
School Psychology	10	2.10	2.50	- .40
Other	4	2.25	1.75	.50
Previous Position				
School Administration	10	2.40	2.90	- .50
Special Education Teacher	6	2.17	2.67	- .50
Special Education Director	6	2.00	2.33	- .33
School Psychology	8	2.38	2.75	- .37
Other	4	2.25	2.25	.00

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 5 - Budget preparation				
All Directors	34	2.32	2.44	- .12
District Structure and Size				
Type I Co-Op	7	2.86	3.00	- .14
Type II Co-Op	4	2.50	2.50	.00
Type III Co-Op	4	1.50	1.75	- .25
Type IV Co-Op	10	2.30	2.30	.00
Small Single District	8	2.50	2.88	- .33
Large Single District	2	1.50	1.00	.50
Hours in Spec. Ed.				
0-10	4	2.25	2.25	.00
11-30	13	2.75	2.92	- .17
31-50	7	2.00	2.00	.00
Over 50	10	2.10	2.10	.00
Hours in Gen. Admin.				
0-10	8	2.63	2.63	.00
11-30	16	1.94	2.38	- .44
31-50	6	2.67	2.50	.17
Over 50	4	2.67	2.33	.34
Hours in Spec. Ed. Admin.				
0-5	13	2.54	3.00	- .46
6-10	14	2.36	2.14	.22
11-30	7	2.13	2.00	.13
Years in Position				
0-4	14	2.21	2.79	- .58
5-12	17	2.47	2.29	.18
13-20	2	1.50	1.00	.50
Primary Training				
School Administration	10	2.20	2.10	.10
Special Education Teacher	8	2.25	2.38	- .13
Guidance and Counseling	2	4.00	3.50	.50
School Psychology	10	2.30	2.80	- .50
Other	4	2.00	2.00	.00
Previous Position				
School Administration	10	2.70	2.60	.10
Special Education Teacher	6	2.17	3.00	- .83
Special Education Director	6	1.67	1.33	.34
School Psychology	8	2.38	2.50	- .12
Other	4	2.50	2.75	- .25

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\bar{X}$	Actual $\bar{X}$	Difference (D-A)
Item 6 - Research				
All Directors	34	2.71	3.88	-1.17
District Structure and Size				
Type I Co-Op	7	3.00	3.86	- .86
Type II Co-Op	4	2.25	3.75	-1.50
Type III Co-Op	4	2.50	3.75	-1.25
Type IV Co-Op	10	3.10	4.60	-1.50
Small Single District	8	2.88	3.88	-1.00
Large Single District	2	1.50	1.50	.00
Hours in Spec. Ed.				
0-10	4	2.50	2.75	- .25
11-30	13	3.00	4.08	-1.08
31-50	7	2.43	3.71	-1.28
Over 50	10	2.70	4.10	-1.40
Hours in Gen. Admin.				
0-10	8	2.25	3.75	-1.50
11-30	16	2.75	4.06	-1.31
31-50	6	2.83	3.33	- .50
Over 50	4	2.67	4.00	-1.33
Hours in Spec. Ed. Admin.				
0-5	13	2.54	3.77	-1.23
6-10	14	2.64	3.79	-1.15
11-30	7	4.00	2.75	1.25
Years in Position				
0-4	14	2.50	3.86	-1.36
5-12	17	2.77	3.82	-1.05
13-20	2	2.50	4.00	-1.50
Primary Training				
School Administration	10	2.60	3.40	- .80
Special Education Teacher	8	2.50	3.50	-1.00
Guidance and Counseling	2	2.50	4.50	-2.00
School Psychology	10	2.60	4.50	-1.90
Other	4	3.75	4.00	- .25
Previous Position				
School Administration	10	3.00	3.90	- .90
Special Education Teacher	6	3.33	4.50	-1.17
Special Education Director	6	2.17	2.83	- .66
School Psychology	8	2.50	4.63	-2.13
Other	4	2.25	3.00	- .75

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 7 - Public relations				
All Directors	34	1.82	2.41	- .59
District Structure and Size				
Type I Co-Op	7	1.71	2.57	- .86
Type II Co-Op	4	2.25	2.25	.00
Type III Co-Op	4	1.25	2.00	- .75
Type IV Co-Op	10	1.90	2.40	- .50
Small Single District	8	2.00	2.75	- .75
Large Single District	2	1.50	1.00	.50
Hours in Spec. Ed.				
0-10	4	1.25	1.50	- .25
11-30	13	1.83	2.50	- .67
31-50	7	2.00	2.86	- .86
Over 50	10	1.90	2.30	- .40
Hours in Gen. Admin.				
0-10	8	2.00	2.63	- .63
11-30	16	1.63	2.38	- .75
31-50	6	1.50	2.17	- .67
Over 50	4	3.00	2.67	.33
Hours in Spec. Ed. Admin.				
0-5	13	1.92	2.69	- .77
6-10	14	1.93	2.36	- .43
11-30	7	2.13	1.50	.63
Years in Position				
0-4	14	1.86	2.57	- .71
5-12	17	1.82	2.35	- .53
13-20	2	1.50	2.00	- .50
Primary Training				
School Administration	10	1.90	2.30	- .40
Special Education Teacher	8	2.00	2.38	- .38
Guidance and Counseling	2	1.50	2.50	-1.00
School Psychology	10	1.80	2.70	- .90
Other	4	1.50	2.00	- .50
Previous Position				
School Administration	10	2.00	2.50	- .50
Special Education Teacher	6	2.17	3.00	- .83
Special Education Director	6	1.33	1.33	.00
School Psychology	8	1.88	2.63	- .75
Other	4	1.50	2.50	-1.00

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 8 - Preparing reports				
All Directors	34	3.47	2.09	1.38
District Structure and Size				
Type I Co-Op	7	4.14	2.14	2.00
Type II Co-Op	4	3.75	3.00	.75
Type III Co-Op	4	4.00	1.50	2.50
Type IV Co-Op	10	3.40	2.10	1.30
Small Single District	8	3.25	2.00	1.25
Large Single District	2	1.50	1.00	.50
Hours in Spec. Ed.				
0-10	4	3.75	2.25	1.50
11-30	13	3.75	2.42	1.33
31-50	7	3.43	1.86	1.57
Over 50	10	3.10	1.90	1.20
Hours in Gen. Admin.				
0-10	8	3.13	2.25	.88
11-30	16	3.38	1.94	1.44
31-50	6	2.83	2.50	.33
Over 50	4	3.67	2.00	1.67
Hours in Spec. Ed. Admin.				
0-5	13	3.62	2.62	1.00
6-10	14	3.36	1.86	1.50
11-30	7	1.50	3.38	-1.88
Years in Position				
0-4	14	2.93	2.21	.72
5-12	17	3.82	2.00	1.82
13-20	2	3.50	2.50	1.00
Primary Training				
School Administration	10	3.70	1.90	1.80
Special Education Teacher	8	2.88	2.00	.88
Guidance and Counseling	2	4.00	3.00	1.00
School Psychology	10	3.20	2.40	1.20
Other	4	4.50	1.50	3.00
Previous Position				
School Administration	10	4.00	2.20	1.80
Special Education Teacher	6	3.50	2.50	1.00
Special Education Director	6	2.67	1.50	1.17
School Psychology	8	3.38	1.88	1.50
Other	4	3.50	2.50	1.00

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 9 - Interviewing and employing new personnel				
All Directors	34	2.56	3.03	- .47
District Structure and Size				
Type I Co-Op	7	3.14	3.86	- .72
Type II Co-Op	4	3.75	3.25	.50
Type III Co-Op	4	1.75	2.50	- .75
Type IV Co-Op	10	2.10	2.60	- .50
Small Single District	8	2.50	3.25	- .75
Large Single District	2	2.50	3.00	- .50
Hours in Spec. Ed.				
0-10	4	3.00	3.25	- .25
11-30	13	2.33	3.00	- .67
31-50	7	2.86	3.57	- .71
Over 50	10	2.40	2.60	- .20
Hours in Gen. Admin.				
0-10	8	2.75	3.50	- .75
11-30	16	2.06	2.69	- .63
31-50	6	3.33	3.17	.16
Over 50	4	3.00	2.67	.33
Hours in Spec. Ed. Admin.				
0-5	13	2.85	3.54	- .69
6-10	14	2.50	2.50	.00
11-30	7	2.88	2.50	.38
Years in Position				
0-4	14	2.43	2.86	- .43
5-12	17	2.77	3.12	- .35
13-20	2	1.50	2.50	-1.00
Primary Training				
School Administration	10	3.00	3.20	- .20
Special Education Teacher	8	2.75	2.88	- .13
Guidance and Counseling	2	2.50	2.00	.50
School Psychology	10	2.10	3.00	- .90
Other	4	2.25	3.50	-1.25
Previous Position				
School Administration	10	3.00	3.50	- .50
Special Education Teacher	6	2.67	3.00	- .33
Special Education Director	6	2.33	2.17	.16
School Psychology	8	2.13	3.00	- .87
Other	4	2.50	3.25	- .75

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 10 - Curriculum development				
All Directors	34	2.44	2.85	- .41
District Structure and Size				
Type I Co-Op	7	2.14	2.29	- .15
Type II Co-Op	4	2.25	3.25	-1.00
Type III Co-Op	4	3.00	3.75	- .75
Type IV Co-Op	10	2.90	3.00	- .10
Small Single District	8	1.75	2.38	- .63
Large Single District	2	2.50	2.50	.00
Hours in Spec. Ed.				
0-10	4	2.00	2.75	- .75
11-30	13	2.83	2.67	.16
31-50	7	2.43	3.43	-1.00
Over 50	10	2.20	2.60	- .40
Hours in Gen. Admin.				
0-10	8	2.50	3.00	- .50
11-30	16	2.63	3.13	- .50
31-50	6	2.33	2.50	- .17
Over 50	4	2.00	2.33	- .33
Hours in Spec. Ed. Admin.				
0-5	13	2.23	3.08	- .85
6-10	14	2.86	3.07	- .21
11-30	7	2.63	2.00	.63
Years in Position				
0-4	14	2.29	2.86	- .57
5-12	17	2.77	2.94	- .17
13-20	2	1.50	3.00	-1.50
Primary Training				
School Administration	10	2.70	3.30	- .60
Special Education Teacher	8	2.25	2.63	- .38
Guidance and Counseling	2	2.50	1.00	1.50
School Psychology	10	2.60	3.20	- .60
Other	4	1.75	2.25	- .50
Previous Position				
School Administration	10	2.40	2.50	- .10
Special Education Teacher	6	2.17	3.17	-1.00
Special Education Director	6	3.17	3.50	- .33
School Psychology	8	2.50	2.88	- .38
Other	4	1.75	2.25	- .50

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 11 - Development of policies				
All Directors	34	2.21	2.76	- .55
District Structure and Size				
Type I Co-Op	7	2.00	3.14	-1.14
Type II Co-Op	4	3.75	4.00	- .25
Type III Co-Op	4	1.75	2.00	- .25
Type IV Co-Op	10	2.10	2.40	- .30
Small Single District	8	2.00	2.75	- .75
Large Single District	2	1.50	1.50	.00
Hours in Spec. Ed.				
0-10	4	2.50	3.00	- .50
11-30	13	2.33	3.00	- .67
31-50	7	2.43	2.86	- .43
Over 50	10	1.80	2.20	- .40
Hours in Gen. Admin.				
0-10	8	2.38	2.75	- .37
11-30	16	2.00	2.56	- .56
31-50	6	2.33	3.33	-1.00
Over 50	4	3.00	3.33	- .33
Hours in Spec. Ed. Admin.				
0-5	13	2.31	3.38	-1.07
6-10	14	2.54	2.57	- .03
11-30	7	2.25	2.00	.25
Years in Position				
0-4	14	2.21	3.00	- .79
5-12	17	2.41	2.77	- .36
13-20	2	1.00	2.00	-1.00
Primary Training				
School Administration	10	2.60	3.00	- .40
Special Education Teacher	8	2.25	2.63	- .38
Guidance and Counseling	2	2.50	3.00	- .50
School Psychology	10	2.30	2.80	- .50
Other	4	.75	2.25	-1.50
Previous Position				
School Administration	10	2.40	3.20	- .80
Special Education Teacher	6	2.33	3.33	-1.00
Special Education Director	6	2.00	1.50	.50
School Psychology	8	2.38	2.63	- .25
Other	4	1.50	3.00	-1.50

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\bar{X}$	Actual $\bar{X}$	Difference (D-A)
Item 12 - Placement conferences				
All Directors	34	2.68	2.91	- .23
District Structure and Size				
Type I Co-Op	7	2.86	2.43	.43
Type II Co-Op	4	2.75	3.75	-1.00
Type III Co-Op	4	2.50	3.00	- .50
Type IV Co-Op	10	3.00	3.30	- .30
Small Single District	8	1.88	2.13	- .25
Large Single District	2	3.50	3.00	.50
Hours in Spec. Ed.				
0-10	4	3.00	3.00	.00
11-30	13	2.42	2.92	- .50
31-50	7	2.71	3.14	- .43
Over 50	10	2.70	2.80	- .10
Hours in Gen. Admin.				
0-10	8	3.00	3.00	.00
11-30	16	2.56	2.75	- .19
31-50	6	3.00	3.33	- .33
Over 50	4	2.00	3.33	-1.33
Hours in Spec. Ed. Admin.				
0-5	13	2.77	2.92	- .15
6-10	14	2.71	3.00	- .29
11-30	7	2.75	2.50	.75
Years in Position				
0-4	14	2.79	2.86	- .07
5-12	17	2.59	2.94	- .35
13-20	2	3.00	4.00	-1.00
Primary Training				
School Administration	10	2.70	3.50	- .80
Special Education Teacher	8	2.63	2.38	.25
Guidance and Counseling	2	2.00	2.00	.00
School Psychology	10	2.90	3.10	- .20
Other	4	2.50	2.50	.00
Previous Position				
School Administration	10	2.30	3.00	- .70
Special Education Teacher	6	2.17	1.83	.34
Special Education Director	6	3.67	3.50	.17
School Psychology	8	2.88	2.88	.00
Other	4	2.50	3.50	-1.00

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 13 - Pupil accounting and records				
All Directors	34	3.71	3.09	.62
District Structure and Size				
Type I Co-Op	7	4.00	3.14	.85
Type II Co-Op	4	4.00	3.25	.75
Type III Co-Op	4	4.50	3.50	1.00
Type IV Co-Op	10	3.70	3.40	.30
Small Single District	8	3.38	2.25	1.13
Large Single District	2	2.50	2.50	.00
Hours in Spec. Ed.				
0-10	4	3.75	3.50	.25
11-30	13	3.75	3.17	.58
31-50	7	4.00	3.29	.71
Over 50	10	3.50	2.80	.70
Hours in Gen. Admin.				
0-10	8	4.13	3.50	.63
11-30	16	3.63	2.88	.75
31-50	6	3.67	3.67	.00
Over 50	4	2.67	2.67	.00
Hours in Spec. Ed. Admin.				
0-5	13	3.92	3.23	.69
6-10	14	3.43	3.14	.29
11-30	7	2.75	3.75	-1.00
Years in Position				
0-4	14	3.36	2.93	.43
5-12	17	3.94	3.29	.65
13-20	2	3.50	3.50	.00
Primary Training				
School Administration	10	3.50	3.60	- .10
Special Education Teacher	8	3.38	2.38	1.00
Guidance and Counseling	2	4.00	3.50	.50
School Psychology	10	4.00	3.50	.50
Other	4	4.00	2.00	2.00
Previous Position				
School Administration	10	3.70	3.40	.30
Special Education Teacher	6	3.83	2.50	1.33
Special Education Director	6	3.50	3.33	.17
School Psychology	8	3.88	3.25	.63
Other	4	3.50	2.50	1.00

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired X̄	Actual X̄	Difference (D-A)
Item 14 - Teacher and student scheduling				
All Directors	34	3.59	3.24	.35
District Structure and Size				
Type I Co-Op	7	3.43	3.00	.43
Type II Co-Op	4	3.50	3.00	.50
Type III Co-Op	4	4.00	3.50	.50
Type IV Co-Op	10	3.90	3.40	.50
Small Single District	8	3.38	2.75	.63
Large Single District	2	3.50	4.00	- .50
Hours in Spec. Ed.				
0-10	4	3.00	3.75	- .75
11-30	13	3.42	2.75	.67
31-50	7	4.14	4.14	.00
Over 50	10	3.70	3.10	.60
Hours in Gen. Admin.				
0-10	8	4.25	4.13	.12
11-30	16	3.56	3.00	.56
31-50	6	3.17	3.50	- .33
Over 50	4	2.33	2.33	.00
Hours in Spec. Ed. Admin.				
0-5	13	3.62	3.50	.12
6-10	14	3.64	3.50	.14
11-30	7	2.75	3.38	- .63
Years in Position				
0-4	14	3.36	3.29	.07
5-12	17	3.59	3.29	.30
13-20	2	4.50	3.50	1.00
Primary Training				
School Administration	10	3.30	3.50	- .20
Special Education Teacher	8	3.88	3.50	.38
Guidance and Counseling	2	3.00	2.00	1.00
School Psychology	10	3.80	3.30	.50
Other	4	3.50	2.50	1.00
Previous Position				
School Administration	10	3.20	3.00	.20
Special Education Teacher	6	3.83	3.33	.50
Special Education Director	6	4.00	3.83	.17
School Psychology	8	3.63	3.13	.50
Other	4	3.50	3.00	.50

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 15 - Transportation				
All Directors	34	4.06	3.29	.77
District Structure and Size				
Type I Co-Op	7	4.14	3.29	.85
Type II Co-Op	4	4.75	4.25	.50
Type III Co-Op	4	4.75	3.00	1.75
Type IV Co-Op	10	4.10	3.70	.40
Small Single District	8	3.75	2.63	1.12
Large Single District	2	2.50	1.50	1.00
Hours in Spec. Ed.				
0-10	4	3.50	3.50	.00
11-30	13	4.17	3.25	.92
31-50	7	4.43	3.29	1.14
Over 50	10	4.00	3.20	1.20
Hours in Gen. Admin.				
0-10	8	4.50	3.63	.87
11-30	16	3.88	3.13	.75
31-50	6	4.00	4.00	.00
Over 50	4	3.67	2.67	1.00
Hours in Spec. Ed. Admin.				
0-5	13	4.23	3.69	.54
6-10	14	3.93	3.14	.79
11-30	7	3.00	4.00	-1.00
Years in Position				
0-4	14	3.71	3.64	.07
5-12	17	4.24	3.00	1.24
13-20	2	4.50	4.50	.00
Primary Training				
School Administration	10	3.90	3.30	.60
Special Education Teacher	8	3.75	2.88	.87
Guidance and Counseling	2	5.00	3.50	1.50
School Psychology	10	4.10	3.80	.30
Other	4	4.50	2.75	1.75
Previous Position				
School Administration	10	4.00	3.00	1.00
Special Education Teacher	6	4.17	3.50	.67
Special Education Director	6	4.00	3.17	.83
School Psychology	8	4.13	3.63	.50
Other	4	4.00	3.25	.75

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 16 - Establishing and maintaining channels of communication				
All Directors	34	1.82	1.91	- .09
District Structure and Size				
Type I Co-Op	7	1.57	2.00	- .43
Type II Co-Op	4	2.00	2.00	.00
Type III Co-Op	4	1.25	1.50	- .25
Type IV Co-Op	10	2.20	1.80	.40
Small Single District	8	1.75	2.25	- .50
Large Single District	2	1.50	1.00	.50
Hours in Spec. Ed.				
0-10	4	1.75	2.25	- .50
11-30	13	1.83	1.75	.08
31-50	7	1.86	2.14	- .28
Over 50	10	1.80	1.60	.20
Hours in Gen. Admin.				
0-10	8	2.00	2.00	.00
11-30	16	1.75	1.94	- .19
31-50	6	1.83	1.83	.00
Over 50	4	2.00	2.00	.00
Hours in Spec. Ed. Admin.				
0-5	13	1.92	2.45	- .54
6-10	14	1.79	1.71	.08
11-30	7	1.75	1.88	- .13
Years in Position				
0-4	14	1.93	2.21	- .28
5-12	17	1.77	1.77	.00
13-20	2	2.00	1.50	.50
Primary Training				
School Administration	10	1.80	2.00	- .20
Special Education Teacher	8	2.00	2.13	- .13
Guidance and Counseling	2	1.00	1.00	.00
School Psychology	10	2.00	2.10	- .10
Other	4	1.50	1.25	.25
Previous Position				
School Administration	10	1.70	1.90	- .20
Special Education Teacher	6	2.33	2.67	- .34
Special Education Director	6	1.67	1.33	.34
School Psychology	8	1.88	1.88	.00
Other	4	1.50	1.75	- .25

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\bar{X}$	Actual $\bar{X}$	Difference (D-A)
Item 17 - Development of new programs				
All Directors	34	1.85	2.21	- .36
District Structure and Size				
Type I Co-Op	7	2.00	1.86	.14
Type II Co-Op	4	2.75	3.00	- .25
Type III Co-Op	4	1.25	1.25	.00
Type IV Co-Op	10	1.80	2.20	- .40
Small Single District	8	1.63	2.63	-1.00
Large Single District	2	1.50	1.50	.00
Hours in Spec. Ed.				
0-10	4	2.25	2.25	.00
11-30	13	2.00	2.25	- .25
31-50	7	1.71	2.57	- .86
Over 50	10	1.60	1.90	- .30
Hours in Gen. Admin.				
0-10	8	1.88	2.63	- .75
11-30	16	1.50	1.94	- .44
31-50	6	2.50	2.33	.17
Over 50	4	2.67	2.67	.00
Hours in Spec. Ed. Admin.				
0-5	13	2.08	2.08	.00
6-10	14	1.64	2.43	- .79
11-30	7	2.00	1.75	.25
Years in Position				
0-4	14	2.00	2.21	- .21
5-12	17	1.88	2.41	- .53
13-20	2	1.00	1.00	.00
Primary Training				
School Administration	10	2.30	2.50	- .20
Special Education Teacher	8	1.63	2.25	- .62
Guidance and Counseling	2	2.00	1.50	.50
School Psychology	10	1.80	2.40	- .40
Other	4	1.25	1.25	.00
Previous Position				
School Administration	10	2.30	2.30	.00
Special Education Teacher	6	1.83	2.17	- .34
Special Education Director	6	1.83	1.67	.16
School Psychology	8	1.63	2.38	- .75
Other	4	1.25	2.50	-1.25

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\bar{X}$	Actual $\bar{X}$	Difference (D-A)
Item 18 - Program evaluation				
All Directors	34	2.00	2.41	- .41
District Structure and Size				
Type I Co-Op	7	2.43	2.57	- .14
Type II Co-Op	4	2.25	2.75	- .50
Type III Co-Op	4	1.75	2.75	-1.00
Type IV Co-Op	10	1.90	1.90	.00
Small Single District	8	1.75	2.50	- .75
Large Single District	2	1.50	2.00	- .50
Hours in Spec. Ed.				
0-10	4	2.25	2.50	- .25
11-30	13	2.25	2.17	.08
31-50	7	1.86	2.86	-1.00
Over 50	10	1.70	2.30	- .60
Hours in Gen. Admin.				
0-10	8	2.13	2.63	- .50
11-30	16	1.69	2.25	- .56
31-50	6	2.67	2.50	.17
Over 50	4	2.33	3.00	- .67
Hours in Spec. Ed. Admin.				
0-5	13	2.15	2.38	- .23
6-10	14	2.07	2.57	- .50
11-30	7	2.25	1.75	.50
Years in Position				
0-4	14	2.00	2.29	- .29
5-12	17	2.18	2.77	- .59
13-20	2	1.00	1.00	.00
Primary Training				
School Administration	10	2.10	2.70	- .60
Special Education Teacher	8	1.88	2.63	- .75
Guidance and Counseling	2	4.00	3.00	1.00
School Psychology	10	1.90	2.10	- .20
Other	4	1.25	1.75	- .50
Previous Position				
School Administration	10	2.40	2.70	- .30
Special Education Teacher	6	2.17	2.83	- .66
Special Education Director	6	1.67	2.00	- .33
School Psychology	8	2.00	2.25	- .25
Other	4	1.25	2.00	- .75

TABLE 13 (cont.)

Instrument Item and SPED Director Descriptive Category	n	Desired $\overline{X}$	Actual $\overline{X}$	Difference (D-A)
Item 19 - Grant proposal development				
All Directors	34	3.09	3.21	- .12
District Structure and Size				
Type I Co-Op	7	3.57	3.86	- .29
Type II Co-Op	4	3.00	4.25	-1.25
Type III Co-Op	4	3.00	2.50	.50
Type IV Co-Op	10	3.10	2.80	.30
Small Single District	8	2.88	3.25	- .37
Large Single District	2	2.00	1.50	.50
Hours in Spec. Ed.				
0-10	4	3.25	3.50	- .25
11-30	13	2.83	3.33	- .50
31-50	7	3.86	3.57	.29
Over 50	10	2.90	2.50	.40
Hours in Gen. Admin.				
0-10	8	3.75	3.63	.12
11-30	16	2.63	3.00	- .37
31-50	6	3.67	3.50	.17
Over 50	4	3.00	3.00	.00
Hours in Spec. Ed. Admin.				
0-5	13	3.08	3.69	- .61
6-10	14	3.21	3.00	.21
11-30	7	2.88	2.88	.00
Years in Position				
0-4	14	3.07	3.50	- .43
5-12	17	3.24	3.18	.06
13-20	2	2.50	2.00	.50
Primary Training				
School Administration	10	3.10	3.40	- .30
Special Education Teacher	8	3.13	3.25	- .12
Guidance and Counseling	2	4.00	3.00	1.00
School Psychology	10	2.80	3.40	- .60
Other	4	3.25	2.25	1.00
Previous Position				
School Administration	10	3.40	3.20	.20
Special Education Teacher	6	3.67	3.67	.00
Special Education Director	6	2.50	2.50	.00
School Psychology	8	3.13	3.50	- .37
Other	4	2.25	3.00	- .75

TABLE 14

t-TEST OF SIGNIFICANCE BETWEEN DESIRED AND ACTUAL JOB ACTIVITIES OF SPECIAL EDUCATION DIRECTORS IN KANSAS

Item	Desired Mean	Actual Mean	Degrees of Freedom	t Value	Signif- icance Level
1 - Direct services to children	3.24	4.00	33	-4.04	0.000*
2 - Supervising and evaluating teachers	2.62	2.79	33	-0.75	0.461
3 - Parent conferences	2.68	3.15	33	-2.68	0.011*
4 - In service training	2.26	2.65	33	-1.93	0.062
5 - Budget preparation	2.32	2.44	33	-0.73	0.473
6 - Research	2.71	3.88	33	-5.63	0.000*
7 - Public relations	1.82	2.41	33	-4.00	0.000*
8 - Preparing reports	3.47	2.09	33	5.38	0.000*
9 - Interviewing and employing new personnel	2.56	3.03	33	-2.22	0.033*
10 - Curriculum development	2.44	2.85	33	-1.91	0.065
11 - Development of policies	2.21	2.76	33	-2.59	0.014*
12 - Placement conferences	2.68	2.91	33	-1.24	0.222
13 - Pupil accounting and records	3.71	3.09	33	2.87	0.007*

TABLE 14

Item	Desired Mean	Actual Mean	Degrees of Freedom	t Value	Significance Level
14 - Teacher and student scheduling	3.59	3.24	33	1.83	0.076
15 - Transportation	4.06	3.29	33	3.86	0.001*
16 - Establishing and maintaining channels of communication	1.82	1.91	33	-0.62	0.540
17 - Development of new programs	1.85	2.21	33	-2.03	0.050*
18 - Program evaluation	2.00	2.41	33	-2.29	0.028*
19 - Grant proposal development	3.09	3.21	33	-0.45	0.657

*Significant at the .05 level or beyond

CHAPTER VI

KANSAS AND MISSOURI IN JUXTAPOSITION

It is useful to compare responses on instrument items between school personnel in Kansas and Missouri. As has been noted before, the two states differ tremendously in their approach to organizing and structuring the administration of special education. This difference makes it difficult to statistically compare the two states. However, some descriptive discussion is quite appropriate.

Figures 1 through 5 compare the responses of each position category in Kansas with the responses of the same position category in Missouri. It may be noted that the two states are remarkably similar in regard to most training areas as denoted by the merging of the two chargs on most instrument items. The position category appearing to be the most congruent across the two states is the position of the regular education teacher. Only on Items 19, cognitive development, 21, clinical observations and internship in special education, 22, guidance and counseling, and 24, instructional programming for exceptional children, did the perceptions of regular education teachers in one state vary much from the perceptions of their counterparts in the other state. It may be posited that this lack of difference may be due to the fact that regular education teachers have less contact with special education of any of the position categories involved in this study.

Special education teachers in the two states varied substantially more than did regular education teachers. Special education teachers in Missouri perceived testing and diagnosis to be much more important in the training of special education directors than did their Kansas colleagues. Special education teachers in Missouri also perceived Item 17, Item 18, Item 20, Item 21, and Item 22 as being more important than did Kansas special education teachers. These areas deal, in large part, with direct delivery of services to exceptional children. Why Missouri special education teachers perceive this as being more important is not readily apparent. It may be due to the existence of the large number of special education cooperatives in Kansas. Directors in that state may not be expected by special education teachers to deal directly with children. This can be supported by viewing Item 17 on Figure 2. This Item, which deals with training in instructional techniques and remediation, displays the greatest discrepancy between teachers in the two states.

Some interesting patterns can be seen when viewing Figures 3 and 4. Principals in Kansas and Missouri responded in a highly similar manner on most items. The only variation from this generalization is again within the last 7 items. Principals in the two states differed substantially on Item 21, clinical observation and internship in special education. This may again be due to the nature of cooperatives in Kansas, since principals in that state did not think this to be a very important area of training for special education directors in their state. Directors in many inter-local cooperatives in Kansas function much as superintendents.

The forgoing reasoning, however, does not hold true on Figure 4. Here it can be seen that the response pattern on Item 21 is reversed in regard to the two states. Superintendents in Kansas and Missouri responded in an extremely consistent manner. The only item on which any great amount of disagreement can be found is Item 10, social environment. There appears to be no readily satisfactorily reason why Kansas superintendents believe this to be so much more important in the training of special education directors than do their Missouri counterparts.

Perhaps the most dissimilar position category between states is the speical education directors themselves. Missouri directors appear to place more importance on items dealing with the actual process of working with children, such as; behavior management, guidance and counseling, characteristics, and instructional programming. Kansas directors appear to place more importance on administrative and supervisory areas such as fiscal procedures, personnel selection and development and curriculum supervision. There is also a large difference between directors in the two states regarding testing and diagnosis, and identification and placement of exceptional children, two very related areas. Missouri directors consider these areas to be much more important than did their Kansas colleagues. This is rather difficult to understand in light of the large number of Kansas directors with school psychology backgrounds. Perhaps, once again, this is traceable to the differing administrative structures for special education within the two states.

FIGURE 1: RESPONSES OF KANSAS AND MISSOURI REGULAR EDUCATION TEACHERS TO INSTRUMENT ITEMS

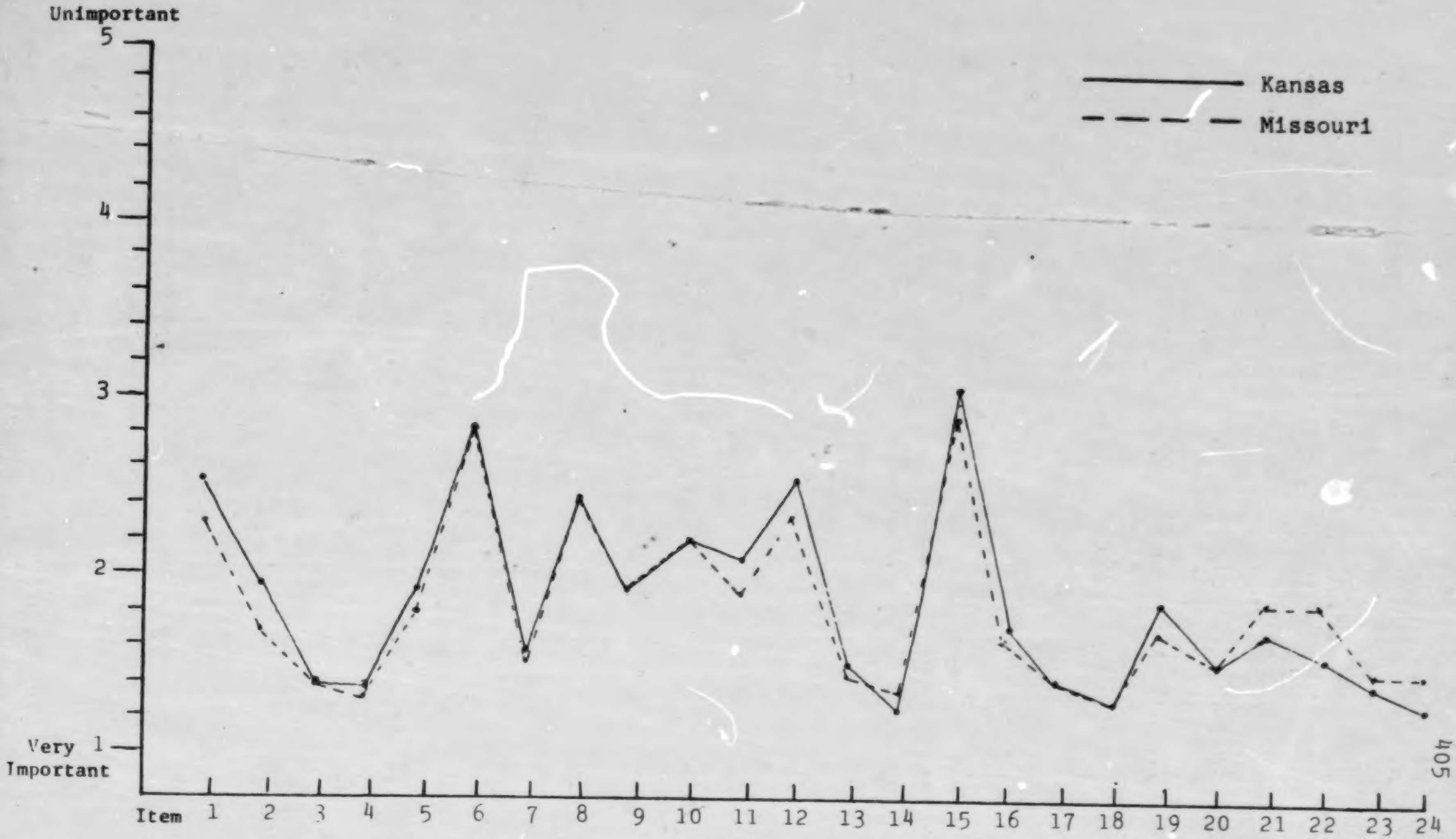


FIGURE 2: RESPONSES OF KANSAS AND MISSOURI SPECIAL EDUCATION TEACHERS TO INSTRUMENT ITEMS

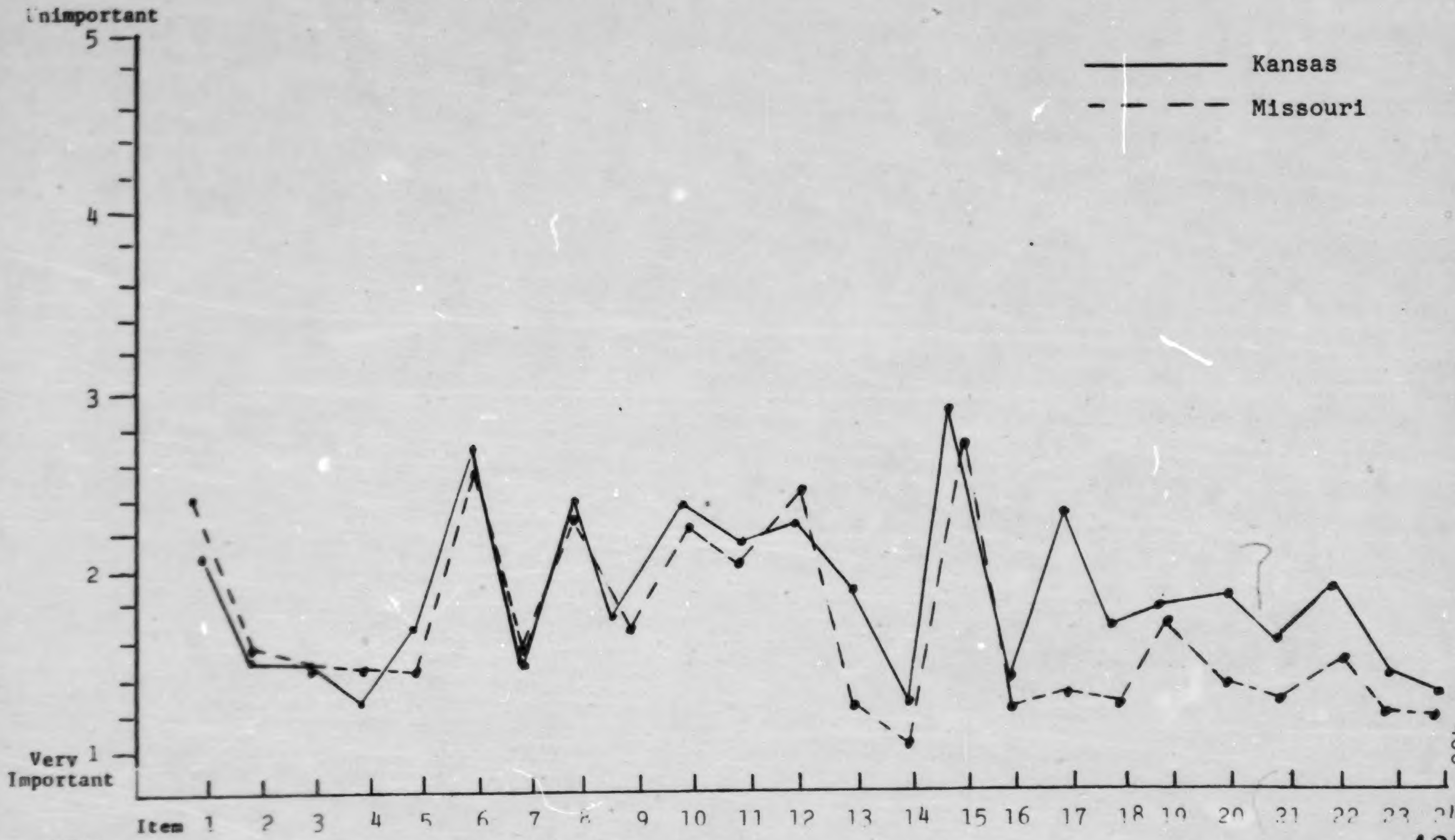


FIGURE 3: RESPONSES OF KANSAS AND MISSOURI PRINCIPALS TO INSTRUMENT ITEMS

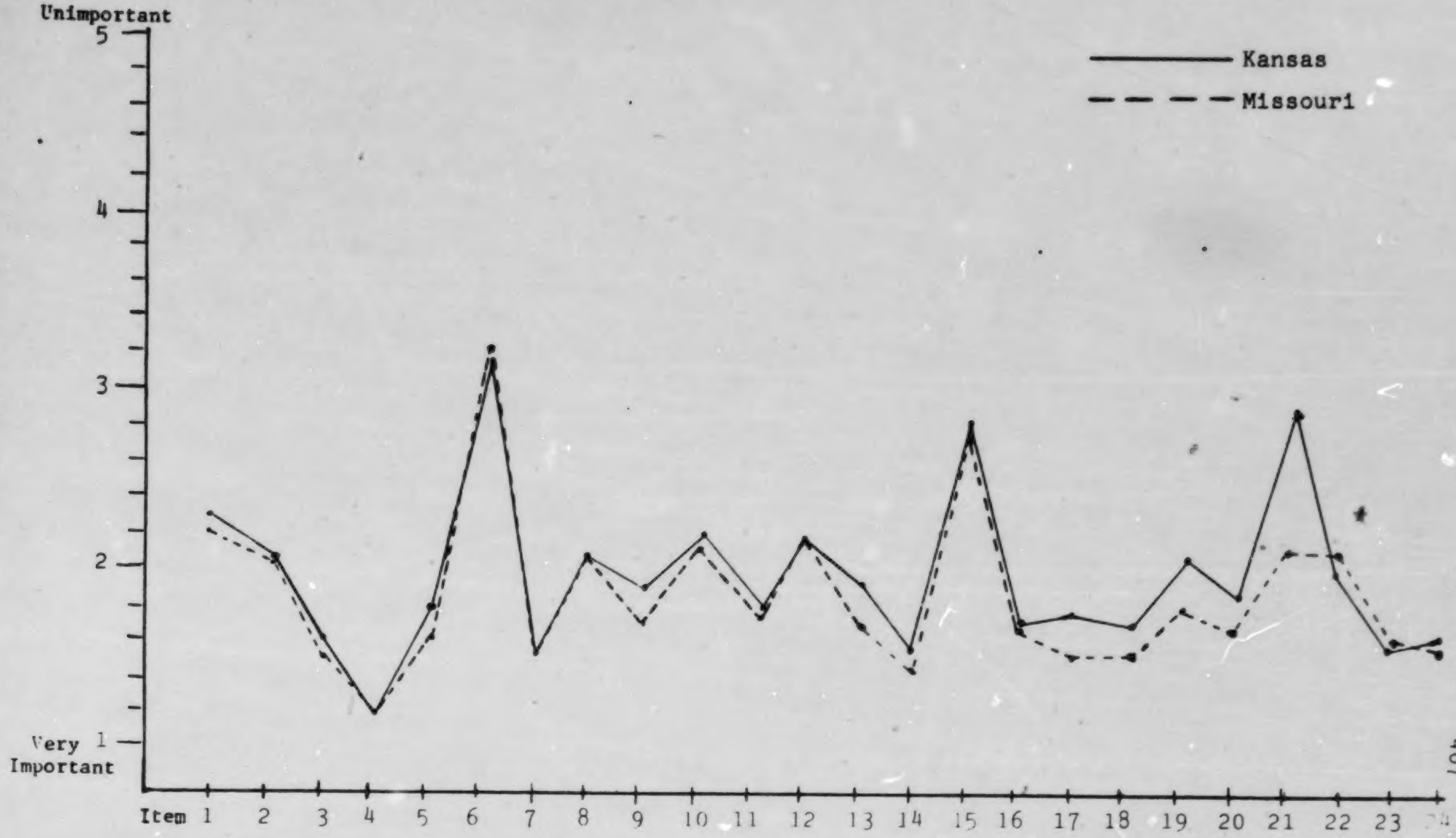


FIGURE 4: RESPONSES OF KANSAS AND MISSOURI SUPERINTENDENTS TO INSTRUMENT ITEMS

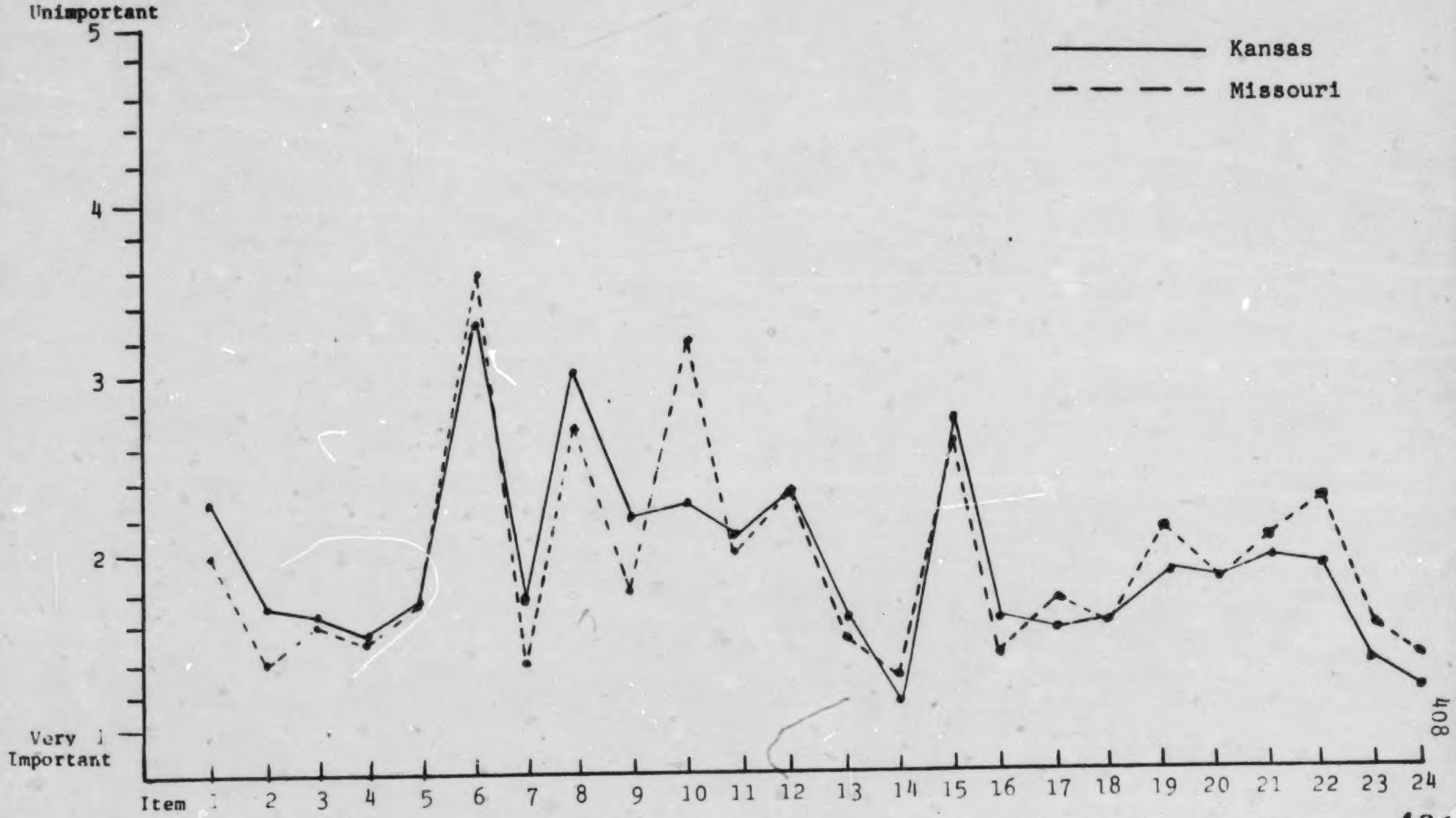
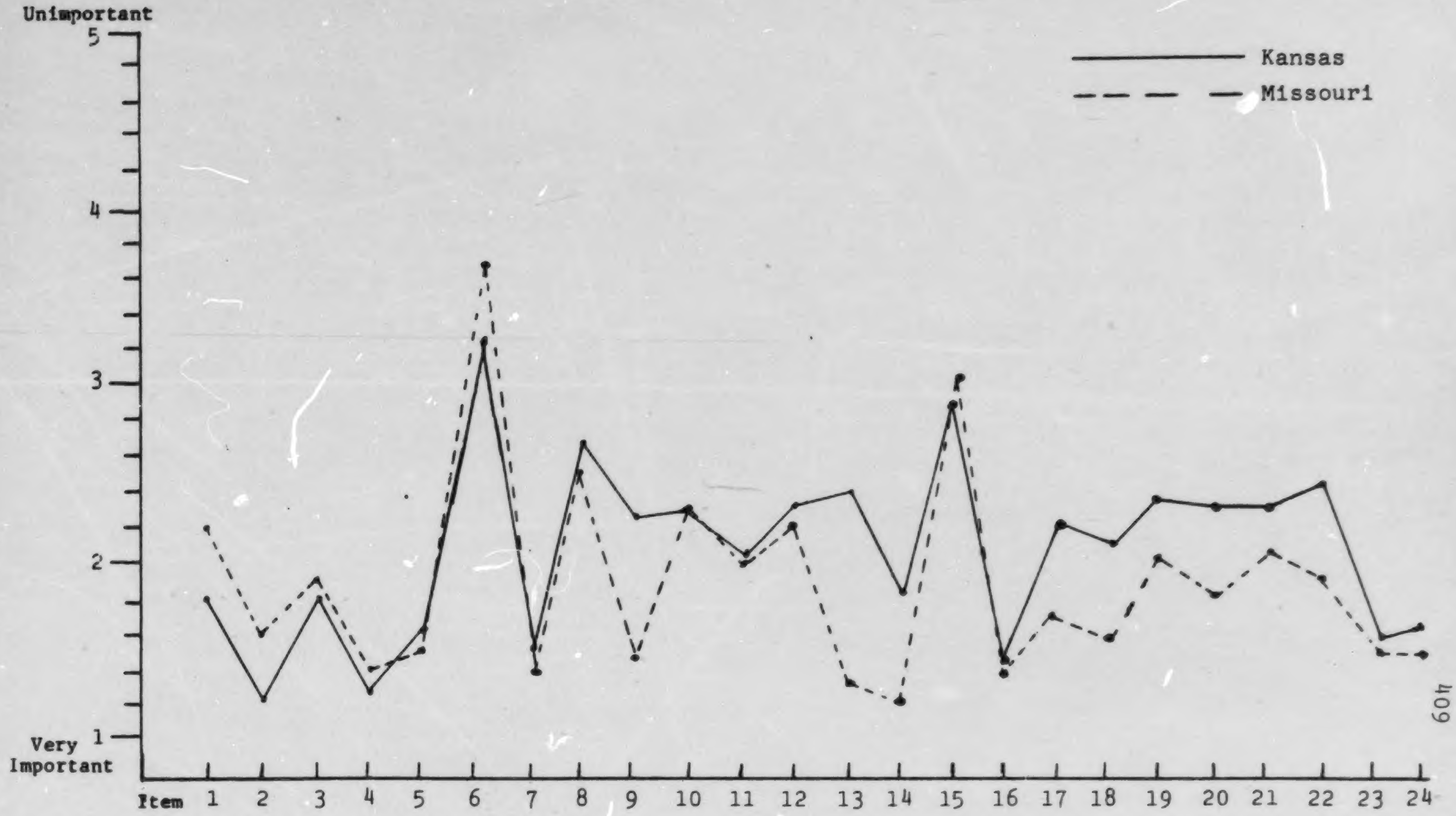


FIGURE 5: RESPONSES OF KANSAS AND MISSOURI SPECIAL EDUCATION DIRECTORS TO INSTRUMENT ITEMS



CHAPTER VII

A STRUCTURED INTERVIEW

As an adjunct to this study a structured interview was conducted among selected special education directors participating in this study. Because it was not financially feasible to visit all 73 directors participating in the investigation, 15 were selected from each state. Interview schedules were set up with these directors during the 1978-79 winter. Each director was visited in his/her work setting and interviewed. The interview was structured around questions constructed for this specific purpose. After all 15 directors in each state had been interviewed, the results were compiled and distributed to all the directors in the sample population from that state, inviting their response and input. A few directors responded to the instrument in this manner.

At the end of this chapter the questions from the interview process are repeated. After each question are the responses given by directors in each state. No attempt has been made to categorize these responses because of their variety and spectrum. Any attempt at grouping or creating general classifications would detract from the impact, richness, and diversity of the directors' answers. However, at the end of this chapter an attempt has been made to draw some conclusions based on interview data. Because some directors declined to answer every question, and in order to retain complete anonymity, the letters of responses are not consistent throughout the interview. For example, the individual responding under "g" for question 2 may not be the same individual responding under "g" for question 5.

It seems that directors from both Kansas and Missouri are in close agreement on a number of issues pertaining to the administration of special education. The challenge and pioneering aspect of the field hold particular appeal to most directors. The newness and freshness of emerging developments appear to provide excitement for administrators of special education. The helping aspect is also an inducement which contributes to job satisfaction. On the negative side of the coin, though, directors' responses amount to an almost deafening roar. They feel almost overwhelmed by paperwork. The massive amount of forms and reports required by the state and federal government may just be preventing good programs from reaching the kids. Activities which might insure some measure of quality control go unattended by directors because of necessary attention to paperwork.

Directors also feel impeded by the attitudes of regular educators and administrators toward special education. Directors in both states indicate a great deal of time is spent attempting to develop a more positive attitude and approach on the part of other members of the school community. Directors also need a clearer definition of their role position.

In terms of administrative and supervisory responsibility, directors' responses seem to vary according to their administrative organization. Directors in cooperative arrangements in Kansas are pretty consistent in their authority regarding such matters as personnel and budgeting. Co-op directors usually have almost complete responsibility for personnel who will be working in more than one district, but share that responsibility with local administrators when personnel will be full-time with one district. Directors of single district programs in Kansas and Missouri usually handle personnel matters in cooperation with other school administrators. Evaluation of personnel is also usually a cooperative venture among several administrators, including the director, depending on the individual district's own administrative structure.

There is a difference between the two states regarding the director's responsibility for financial matters. Special education directors in Kansas appear to have a great deal more responsibility in this area than do their Missouri counterparts. This may be an outgrowth of individual state statutory stipulations. In Kansas, cooperative arrangements are regulated to a certain degree by the state. In Missouri, there is no regulation of any type for special education cooperatives. Financing patters and procedures are more clearly spelled out and specified in Kansas and directors in that state have fairly clear-cut responsibilities in the area of finance.

Although directors listed among their concerns many items dealing with administrative responsibility and lines of authority, most directors claimed satisfaction with their role in decision-making. Just why this seeming inconsistency exists is not entirely clear to this investigator. It may simply be that, while directors would change something regarding their role in decision-making if they could, most feel that they have no control over status of their situation and have come to accept and to adjust to reality. This rationale may be examined by comparing directors' responses on question 7 to those on question 8.

When asked about future changes in the field of special education, a fairly consistent pattern emerges among directors. Although there is an occasional disclaimer, most directors in both states see a merging of regular and special education. Along with this merger will come certain needs and problems. There may be some irritation and lack of acceptance on the part of regular educators. Principals will have to assume more of a leadership role in the delivery of services to exceptional children. There will have to be more of a cross-categorical approach to special education along with changes in classifications and labels. Pre-school programs will become more prevalent, and services for the gifted will be increased. These changes will also necessitate more in-service work among regular and special education personnel. In Missouri, where the severely handicapped, i.e. trainable mentally retarded, are educated by the state and other agencies, some directors see this as becoming more and more a responsibility of the local district. Many directors foresee a change in financing for special education, but there is disagreement concerning whether these changes will result in more money or less.

Although director's responses regarding training needs of special education leadership personnel are colored somewhat by their individual backgrounds, there is quite a bit of agreement. Directors indicate that a prospective administrator of special education needs a wide background in the generic components of school administration and special education. Directors also insist that training is needed in areas unique to special education administration, such as law, finance, delivery systems, due process, parent counseling, etc.

There are some sharp lines of demarcation between Kansas and Missouri on the issue of certification for special education directors. This is to be expected since Kansas has such certification and Missouri does not. Kansas directors are adamant concerning the need for certification. In Missouri there are some directors who do not want certification. This, too, is to be expected. Because the state has no standards, there are many individuals who may feel that they would not qualify if certification was instituted. Still, the majority of directors participating in this phase of the investigation support state certification for their position. Those who do, from both states, insist on competency-based, field-related standards which are tied to university programs and which have had a great deal of input from individuals in the field.

Each letter under a particular question refers to an individual director's response to that question.

1. WHAT DO YOU LIKE MOST ABOUT YOUR JOB?

Kansas	Missouri
a. Interacting with people--other personnel and parents	a. Working with kids and with professionals
b. Working with people who need help--parents, children	b. The variety. It's satisfying because the children are more complicated
c. Planning and developing strategies	c. The development and improvement of programs
d. The pioneering aspect, creating programs and strategies	d. Seeing programs implemented
e. Budgeting. The challenge of working with exceptional children	e. Positive feedback from all parties
f. Designing programs for children. Creating delivery systems	f. Working with grade school children and with appreciative parents
g. The sense of accomplishment from meeting the mandates of the law	g. The variety of activities
h. Teaching, giving out information. Speaking to various groups	h. The challenge, the variety
i. Working with personnel. Solving problems	i. Working with people, direct personal contact
j. Gathering data for planning future programs	j. Starting new programs, approval of grants
k. Starting programs. Working with teachers	k. Appropriate placement of kids
l. Solving problems. Developing problems	l. The changing nature of the job
m. Problem solving	m. Planning for improvements
n. Starting new programs. Solving problems	n. The challenge, the variety of activities
o. Working with special education teachers	o. Being a catalyst for change
p. Creating programs that work	p. Helping parents and teachers with problems
q. Contributing time and energy to helping people who genuinely need help	q. Being involved in a new and important area
	r. The development and writing of new programs

Kansas	Missouri
	s. This is a dynamic time in special education. Never has there been more potential for an educational leader to make change

2. WHAT DO YOU LIKE LEAST?

a. Budgets and paperwork	a. Selling the program to administrators
b. Uncertainty of placing children	b. Federal regulations. They are not bad, but the state tries to interpret them
c. Trying to recruit and find good teachers. Improving the skills of general administrators	c. Paperwork involved at both state and federal levels
d. Paperwork, forms	d. Pupil personnel problems (time consuming)
e. Confinement and paperwork	e. When parents refuse to cooperate
f. Due process hearings	f. Working with special teachers who are uptight
g. Lack of clarification concerning directors' and principals' responsibilities	g. Paperwork
h. Federal and state regulations	h. Spread too thin
i. Paperwork, federal regulations	i. Having to always defend and prove the efficacy of programs
j. Federal and state regulations	j. Bureaucratic nonsense, excessive documentation required by law
k. Forms, working with principals. Trying to change their attitudes	k. Convincing regular administrators to accept programs
l. Forms, paperwork	l. Forms, paperwork
m. Mandates, budgets, recruiting	m. People who are part of the system but don't understand special education
n. Trying to get superintendents and personnel who know nothing about special education to accept proposals for programs	n. Paperwork
o. Government regulations	o. Paperwork, but it's necessary
p. Occasional placement when you're not absolutely certain	p. Trying to sell a "kid centered" approach to teachers and administrators. They should already be there

Kansas	Missouri
q. The tremendous responsibilities coupled with extremely limited resources and the petty housekeeping personnel decisions	q. Paperwork
r. Paperwork that seems to have no purpose	r. Paperwork
	s. The tendency for folks to apply pressure through threats even before they try the school district

3. IF YOU COULD CHANGE ONE THING ABOUT YOUR JOB WHAT WOULD IT BE?

a. The ability to obtain qualified personnel	a. More staff
b. The achievement of a more realistic view of the self contained classroom. It should be eliminated	b. Change either the state or federal regulatory agency
c. The ability of principals to be instructional leaders	c. More administrative support
d. Attitudes of other personnel concerning the quality of the program	d. Minute to minute interruptions
e. Clear access to the superintendent	e. More regular administrators trained in special education
f. The attitudes of regular educators toward special education	f. Administer home-bound programs at the local level
g. The attitude of the public toward education	g. Paperwork
h. Time constraints. Not to be bound by time	h. Get special education classrooms in regular schools
i. State certification for special education	i. Change the classification system for students
j. Make principals take more responsibility for special education	j. Remove federal government from the local process. Mandate gifted
k. The overall process for formulating and carrying out policy	k. More acceptance on the part of regular administrators
l. A more accepting attitude on the part of regular administrators and educators toward special education	l. Eliminate paperwork

Kansas	Missouri
m. Change financing to include more state aid and to have closer contact with individual districts	m. Additional support ataff
n. Administrative structure	n. Nothing, it's all necessary
o. More local autonomy	o. Nothing
p. Reduce the amount of needless paperwork	p. Nothing
q. To have the option of rewarding competence and "counseling" incompetence out of special education. The ability to fire	q. Decrease paperwork
r. Time to do a more thorough job	r. Nothing
	s. More time for classroom observation

4. HOW MUCH RESPONSIBILITY DO YOU HAVE FOR ADMINISTRATIVE DECISIONS REGARDING PUPIL PLACEMENT?

Kansas	Missouri
a. Responsible for general policy only	a. Primary responsiblity
b. Quite a bit	b. The director handles it if it is in another building, but if in the same building, the principal is in charge
c. Handled at the building level, but responsible for establishing general policy	c. As much as is desired. Mostly students in self-contained classrooms
d. Quite a bit. Sit in on most placement conferences	d. Handled by the IEP committee, but the director has the final decision
e. Handled at building level, but responsible for overall coverage	e. Only for those students who must go to another building
f. Decisions are made at a lower level, but responsible for designing the process	f. Primary responsibility. Set up process and monitor it
g. Responsible for implementing policy; but the actual work is done by a committee	g. Initial placement of all students. Students in self-contained programs
h. Almost total responsibility	h. Ultimate responsibility
i. Develop and implement general policy	i. 100%, final decision

Kansas	Missouri
j. Develop and implement general policy	j. Psychologist initiates and supervises, teacher coordinates, director has final decision
k. Develop and implement general policy	k. Principal is responsible, but director determines eligibility
l. Cooperative process; serve as a member of the placement team to provide input	l. Goes through the principal but the director handles the process
m. Handled at building level; when it is not, the building principal has to put in writing who is handling it	m. Cooperative with principal except in a special building. Responsible for homebound. Principal is responsible for IEP, but director monitors
n. Advisory capacity only	n. Screening and evaluation handled by Division of Pupil Personnel Services. Director responsible from placement on
o. Complete control	o. Joint responsibility with many people, principal handles coordination of process
p. One member of a team. Mostly responsible for overall program design	p. In special programs about 95% control
q. Responsible for overall policy, but decisions handled at building level unless it is a cross-district or out-of-district placement	q. Membership on staffing committee. Inform superintendent of legal aspects. Handle contracted services
r. Administrative team input shared with regular administrators. Responsible for interpreting rules and regulations of mandates	r. None
	s. A great deal. Must structure the process and the personnel involved

5. HOW MUCH RESPONSIBILITY DO YOU HAVE FOR DECISION MAKING REGARDING BUDGETING MATTERS?

a. Responsible for developing and formulating all budgets	a. Prepare and turn in to superintendent
b. Not too much. Prepare budget and turn in	b. Total responsibility
c. Responsible for special education budget	c. All authority for federal and state monies. Rest of budget goes through department chairpersons and principals

Kansas	Missouri
d. Complete budget preparation	d. Most of control for money generated by state and federal governments
e. A great deal--prepare complete budget	e. Design special education budget and present it to superintendent
f. Responsible for budget preparation, but final decisions are made at a higher level	f. Cooperative process, director determines funding and suggests budget, which then goes to the administrative council
g. Responsible for expenditures budget	g. Cooperative process with assistant superintendent
h. Development of total budget	h. Responsible for entitlement money only
i. Total	i. Submit budget to elementary and secondary directors
j. 100%	j. Turns in total budget to superintendent
k. Complete	k. Not total responsibility, but director prepares
l. Develop total budget	l. Turns in total budget to superintendent
m. Complete	m. Prepares budget in cooperation with the business office and turns it in to the superintendent
n. Quasi-official authority only	n. Prepares budget and turns it in to the superintendent
o. Develop total budget--each coordinator develops separate budget and the total budget is developed from this	o. Joint responsibility between the director and assistant superintendent for curriculum
p. Make recommendations on matters pertaining to special education. Final decision made by the superintendent	p. Little
q. Responsible for developing and implementing all special education budgets and expenditures	q. Make recommendations to assistant superintendent
r. Director has input, but the budget is handled by the sponsoring district superintendent. Director manages budget after it is written	r. Most of the control for entitlement money, with proper approval

Kansas	Missouri
	s. Authority to present administration recommendations to the Board of Education

6. HOW MUCH RESPONSIBILITY DO YOU HAVE FOR DECISION-MAKING REGARDING PERSONNEL?

a. Responsible for recruiting and hiring personnel	a. Primary responsibility with the principal, evaluates itinerant personnel in building
b. Only for itinerant personnel	b. Director evaluates only those in more than one building, hires personnel for new programs, principal hires for established programs
c. Director works through the local districts in the co-op to recruit and hire personnel	c. Cooperative process with administrative assistant for that level. Serves only as a consultant for evaluation
d. Hires own. Operates like a separate district	d. Cooperative effort, process determines selection, evaluation is cooperative with the principal
e. Director interviews and makes recommendations	e. None. Only recommends that teachers are needed. No selection or evaluation, no in-service
f. Handled at a lower level by the supervisors	f. Cooperative effort with personnel director and principal. Principal evaluates
g. Joint responsibility with the building principals	g. Assistant superintendent and director determine needs and turn them over to the personnel department. Director involved in interviewing. Principals evaluate
h. A cooperative venture with several people	h. Cooperative process with the assistant superintendent. Director evaluates itinerant personnel and teachers in special building. Principal evaluates other personnel
i. Cooperative venture with superintendents and principals. Principals evaluate teachers	i. Cooperative process with the assistant superintendent for instruction, director and principal all involved. Principal evaluates
j. Responsible for recruiting, interviewing, recommending for employment	j. Total. Principal participates in evaluation only if asked

Kansas	Missouri
k. Everything is geared to the local districts. Director does recruiting	k. Primary responsibility for recruiting and hiring. Principal evaluates
l. Very little in areas of recruitment and employment. Quite a bit in evaluation	l. Interview and make recommendations. Principal evaluates
m. Only in an advisory capacity	m. Cooperative effort with committee (principal, teacher, director)
n. Local personnel hired on director's recommendations. Itinerant personnel hired by co-op director	n. Director recruits, selects, and evaluates low incidence teachers
o. Total responsibility within administrative guidelines of district	o. Joint responsibility, principal evaluates
p. Interview and make recommendations	p. Screening, input, veto power for new staff--evaluation only by choice
	q. None
	r. Involved in interviews and decisions for hiring. May be requested by principal to participate in evaluation
	s. No evaluation responsibility. Recruitment and selection to a greater degree on multi-building staff

7. ARE YOU SATISFIED WITH YOUR ROLE IN DECISION-MAKING IN REGARD TO THE OVER-ALL SPECIAL EDUCATION PROGRAM?

a. Yes	a. Satisfied
b. Yes	b. Satisfied
c. Yes	c. Not completely
d. Yes	d. Wouldn't change anything
e. Yes	e. Satisfied
f. Yes	f. Fairly well satisfied
g. Not completely	g. It's all right
h. Yes	h. Just fine
i. Yes	i. Satisfied
j. Yes	j. No

Kansas	Missouri
k. Yes	k. Satisfied
l. Yes	l. Yes, satisfied
m. Yes	m. Not completely
n. No	n. Satisfied, but joint decision necessary
o. All except personnel	o. Well-satisfied
p. Yes	p. Satisfied
q. Not completely. Would like authority to make final decisions	q. Fairly satisfied
r. Not always	r. Not completely

8. HOW DO YOU THINK IT COULD BE IMPROVED?

a. Delegate more	a. More representation on internal committees of various exceptionalities
b. More commitment from district administrators	b. There needs to be more long-range planning
c. Closer contact with individual districts	c. A thorough job description is needed for directors
d. More contact with superintendent	d. Good decisions depend on how much information other people have
e. No improvements needed	e. No improvements
f. Would like more clarification as to director's role in decision-making. Also more authority to implement decisions	f. Principals need to have more awareness of and training in special education
g. Improve own expertise in decision-making	g. Upon moving into a position a director needs a better understanding of the structure and functioning of the organization
h. Centralize special education administrative staff	h. Separate special education director and principal positions
i. In-service with principals	i. No changes
j. Closer communication with administrators	j. More assistance on budgeting. Regular administrators need to be more accepting
k. Better communication with and closer involvement of building level administrators	k. More administrative staff

Kansas	Missouri
l. Going to an inter-local cooperative structure; more clear-cut job descriptions, more in-service	l. More staff
m. More time to meet and become acquainted with prospective teachers	m. Other personnel in the school need to understand laws and regulations
n. Greater access to information; computerize. Change from sponsoring district to inter-local	n. Less involvement of and more coordination with outside agencies
o. Need better role descriptions	o. Nothing
	p. More in-service training of local district teachers
	q. More understanding of special education on the part of building administrators
	r. Greater clarity of director's role with other administrators

9. WHAT ARE SOME OF THE MORE IMPORTANT CHANGES YOU SEE IN THE NEAR FUTURE FOR SPECIAL EDUCATION?

a. More children back in the regular classroom who are now considered severely impaired	a. Changes in definitions of various exceptionalities
b. Early childhood intervention and identification. Struggles over finance levels	b. State schools will become a part of the local districts. Big push for gifted. Emphasis on mainstreaming
c. More merging of regular and special education. Greater commitment to instructional leadership	c. Less federal money. Changes in relationship with regular education De-emphasis on mainstreaming
d. Non-categorical teachers; more merging with regular education	d. More multi-categorical approaches. More prescriptive kinds of programs
e. More emphasis on program accountability. Change of regulations in regard to supplanting local funds	e. More and more areas involved in special education, more mainstreaming. More programs for the severely handicapped
f. Greater mainstreaming. More involvement with regular education	f. A closer look at learning disabilities. Changes in facilities to adapt to handicapped. Special education teacher more of a consultant as LEA provides more services

Kansas	Missouri
g. Building principal will have to become more knowledgeable and assume more responsibility for special education	g. More emphasis on mainstreaming. This emphasis better met through inservice. More vocational education for the handicapped.
h. More merging with regular education. A picking away at and removal of various parts of P.L. 94-142	h. Irritation on the part of non-special educators who are being forced to provide services. More itinerant teachers. Special education teachers more as consultants. More money for special education, especially for accessibility
i. Multicategorical personnel and delivery systems. Changes in financing	i. Expanding of services. Concern about categorization. Awareness by parents that they must assume responsibility for their children's education
j. More emphasis on pre-school. A merging of regular and special education	j. More assistance for budgeting, administrators more accepting, more staff
k. Moving away from mainstreaming. More emphasis on finance and on governmental lobbying	k. More administrative staff
l. IEP's for regular education	l. More staff. LEA will have to handle severely handicapped
m. More accountability. Merging special and regular education. Earlier identification	m. Possible lawsuits will interfere with helping kids. More mainstreaming
n. More individualized instruction for all of education. More of a team approach to education between regular and special	n. No changes in the next 3 years as P.L. 94-142 is implemented. Later, more emphasis on mainstreaming, more law cases
o. Changes in federal regulations. Less distinction between regular and special education. Changes in IEP.	o. More emphasis on gifted and talented
p. Implementation of pre-school programs. A closer working relationship with parents. A greater need for finances. Less distinction between regular and special education	p. Special education continuing to increase in responsibility. Expanding gifted services, early childhood, and severely handicapped. More cooperative structures

Kansas	Missouri
q. More utilization of technology. Greater emphasis on pre-natal care and prevention of handicaps. More parent-school-educator cooperation. Research applied to learning areas for boys and girls	q. Severely handicapped served by LEA. Vocational and career emphasis. Public backlash to unreasonable program requests for the handicapped
r. Non-categorical teachers. More of a merging with regular education	r. More accountability for funds. More standardized referral and diagnosis process
	s. Severely handicapped served by local districts. More programming for secondary students and for the behaviorally disordered

10. HOW DO YOU THINK THESE CHANGES WILL AFFECT YOUR ROLE?

a. Director will be more of a consultant. Public relations will be more difficult	a. It will make it a little easier
b. Relationships with other personnel will be easier to maintain	b. There will be more emphasis on public relations. And more preparation needed for special education administrators
c. A closer working relationship with building administrators will be needed. Director will occupy more of an instructional leadership role	c. There will be a change in emphasis
d. It will be necessary to provide more in-service for regular education and administration	d. A full time director will be mandatory
e. They will allow improvement of local programs	e. Parents will start pushing for more services
f. There will be less distinction between regular and special education	f. There will be more orientation toward techniques for behavior management
g. There will be a closer working relationship with principals	g. Funding will affect the position. It will affect planning and development of programs. Programs will be cut back
h. There will be more training and leadership of regular education and administration	h. There will be more attention focused on the role of the director of special education
i. The director will work more with regular and special education and will need to understand regulations better	i. There will be changes in definition. Diagnosis will change. Less involvement of parents

Kansas	Missouri
j. The director will become more like a superintendent in terms of role. There will be more emphasis on negotiation skills	j. More court cases and due process
k. More in-service will be required. But, basically changes for the director will be few as regular administrators are required to accept more responsibility	k. The director will deal strictly with handicapped. There will be changes in testing and diagnosis. Regular education will assume more responsibility
l. There will be a change in the organizational structure at the district and building level. There will be more commitment of time from regular educators and an increased need for in-service	l. More paperwork, more complex legal requirements. The director will need assistance
m. The director will need more ability for instructional leadership and for managing and allocating human resources	m. The director will have more work. There will be less time to help kids
n. The special education director will become more of a facilitator coordinating regular administrators	n. The director will be more dependent on legal assistance
o. In the long run it will be better. The director will need much better public relations for the closer working relationship that will be needed among staff	o. The director will have to work harder and will have less time
p. The director will be more of a middle manager, isolated still more from the classroom. He/she will act more as a fiscal agent-manager	p. The role of the special education director will evolve to more of a major administrative position
q. Greater cooperation and involvement will be necessary from regular administrators	q. The director's role must become low-profile. Special education must try to appear less "special" in order to maintain a status quo with other essential school programs
	r. The special education staff will need almost as much training as the regular staff to be able to accept the severely handicapped

11. HOW DO YOU FEEL ABOUT YOUR RELATIONSHIP WITH OTHER MEMBERS OF THE SCHOOL COMMUNITY?

Kansas	Missouri
a. Pretty good--it's hard to maintain contact in some of the cooperative's remote areas. There is no in-service for regular education personnel	a. Over-all pretty good, some good, some bad
b. They are fairly good. We have succeeded in convincing people of support areas	b. Great
c. Fair, but the building administrator should accept more responsiblity for quality programs	c. A little rocky in some instances, it's hard for regular educators to understand what we are doing sometimes
d. It's better than it has been in several years. There is more acceptance	d. Excellent
e. Relationships are very good. They are much better now although somewhat affected by teacher militancy in regard to negotiations	e. Very positive
f. Fair, but the director would like to help the regular educators feel more a part of a team approach	f. Better, regular educators are scared of mainstreaming
g. Adequate, but it's difficult to maintain close contact	g. Good
h. Good	h. Good, they appreciate services
i. Very good	i. Very comfortable
j. Fair	j. We are tolerated; they don't really understand, perhaps they are a little jealous. Regular educators would like to see special education disbanded
k. Very good	k. Good, but it takes a lot of time, maybe too much time
l. Better than ever, but it takes a lot of work	l. Positive. They are cooperative
m. Relationships are pretty good, but it takes a lot of work. There is some frustration on the part of regular educators	m. Positive because they have to be. Wouldn't be if they had a choice

Kansas	Missouri
n. Not as good with administrators as with teachers	n. Improving, the director must spend a lot of time "putting out fires"
o. Much frustration and unhappiness on the part of regular educators	o. Relationships are better. There is a little jealousy. It is hard to change attitudes and feelings
p. Relationships are good but the director needs to spend more time with everyone, needs to pull people together	p. Those that believe in special education and are kid-centered have a strong relationship with special education personnel. Those that are not see the director as a pain in the ass
q. Relationships with administrators are good. With teachers so-so. Teachers are never happy	q. Special education adds personnel when regular education is cutting personnel. That is very unpopular. A perceived narrowing role of the classroom teacher (average kids only) is unrealistic and strains relationships between special and regular education
r. Good, but administrators need to participate in in-service	r. Adequate to above
	s. Over-all relationships are very good. Some principals are defensive and do not want to accept staffing agreements

12. IF A GOOD BUILDING LEVEL ADMINISTRATOR WANTED TO BECOME A DIRECTOR OF SPECIAL EDUCATION IN YOUR PARTICULAR DISTRICT OR CO-OP, WHAT WOULD YOU CONSIDER TO BE THE BASIC SPECIAL EDUCATION TRAINING HE/SHE WOULD NEED?

a. Couldn't have too much. Something about every field. A course in MR, LD. A 3 hour overview course in low incidence (otherwise health impaired, vision). A course in special education law	a. State and federal laws and regulations concering special education, characteristics of exceptionalities and programming for exceptional children. Need to know sources of information in the district and the financial structure
b. A knowledge of more areas, maybe 6 hours in delivery models	b. Testing, but not an emphasis, an overview of exceptionalities across disciplines, lots of observation in different exceptionalities
c. Need to know something about learning systems, delivery models. The individual would need to be an instructional leader, and would need a genuine concern for children	c. A strong background in diagnostics, an overview of a number of exceptionalities, good human relations. Special education is more important than administration

Kansas	Missouri
d. Need to know about programs, characteristics and counseling parents	d. A prospective director needs an orientation to special education, clinical work, program management, budgeting and finance. The training breakdown should be; 40% special education, 20% program planning and management, 20% clinical work, 10% budget and finance, 10% grants
e. A course in characteristics of exceptional children, child development. In-depth knowledge of one or more disability areas	e. The director needs training in screening skills, diagnostic skills, program implementation and evaluation
f. A basic understanding of the needs and characteristics of special education. Ability to communicate on a more equal basis with special educators. Also necessary would be an understanding of types of programs	f. How to handle people, especially parents
g. An understanding of characteristics and types of programs, special education law, and the underlying philosophy of special education as a guide to decision-making	g. The director needs a minimal understanding of different exceptionalities, a more thorough understanding of rules and regulations, trends and issues in special education, more awareness of outside pressures (litigation and legislation)
h. Philosophy of special education	h. To be a good director a principal would need some experience teaching in a special education classroom
i. Characteristics and identification of all areas	i. The prospective director would need a basic introduction course in all areas, a course in reading, a course in tests and measurements
j. Communication, special education law. A knowledge of the characteristics of many exceptionalities	j. The director should have a full 3-hour course in P.L. 94-142, diagnosing handicapped children, and characteristics of exceptionalities
k. A prospective director would need hours of coursework in at least 3 disability areas, identification of characteristics and delivery systems	k. At least one certification in special education is needed (preferably MR or LD), special education law, counseling, family dynamics, finance, grant writing, and public relations

Kansas	Missouri
l. An understanding of the characteristics of a wide variety of exceptionalities, types of programs and delivery models, and special education law	l. Coursework would be needed by the principal in specific areas, especially LD and MR, and courses specifically in special education administration
m. A cross-categorical understanding of exceptionalities, program models, some computer skills	m. The prospective director would need to know about testing, diagnosis, identification of strengths and weaknesses, public relations
n. A prospective director needs an understanding of mental retardation, speech and language, psychological evaluation, how to gain acceptance of your ideas, and program evaluation	n. A practicum, a knowledge of P.L. 94-142, Section 504, H.B. 474, their requirements and interrelationships. Continuing education through seminars
o. A survey course in special education. Nine hours in 3 different areas of exceptionality, special education law and finance	o. The prospective director would need personal qualities, such as relating to people, a broad view of special education, some experience in special education, identifying special education, and understanding terminology
p. Cross-categorical understanding of exceptionalities. Program models, special education law, and communication skills	p. An understanding of all exceptionalities is needed, along with diagnosis skills, laws and regulations and special education finance
q. Certification in one or more areas of special education	q. Diagnostic procedures, introduction courses, special education law, parent/family counseling, administration of special education law
r. The prospective administrator needs information/training in all areas of exceptionality, methods of service delivery, diagnostic techniques, special education law, public relations, staff development, special education finance, working with parents, need more field-based practicum	r. The prospective director would need a basic knowledge of the special education vocabulary and 2 or 3 overview classes
	s. Coursework and practicum in one or more areas of special education would be necessary

13. IF A GOOD SPECIAL EDUCATION TEACHER WANTED TO BECOME A DIRECTOR OF SPECIAL EDUCATION IN YOUR PARTICULAR DISTRICT OR CO-OP, WHAT WOULD YOU CONSIDER TO BE THE BASIC ADMINISTRATIVE TRAINING HE/SHE WOULD NEED?

Kansas	Missouri
a. Courses in general school organization and administration would be needed, also, school finance, personnel organization, evaluation, and law	a. State and federal regulations would be important, also how to administer programs in accordance with the law, how special and regular education work together and how to work with parents
b. The prospective director would need training in supervision, curriculum development, finance, school law, personnel management, public relations and facilities	b. Observations in other areas of special education, something in law, a strong emphasis in relations and group dynamics would be required
c. The special education teacher would need to know something about law, communication, systems management and evaluation techniques	c. The prospective director would need organizational skills and training in human relations
d. The prospective director would need to know about several exceptionalities, characteristics, group interaction, dynamics and communication, counseling parents, and law	d. Clinical work would be required Also, training in program management, budgeting and finance and administration
e. Training would be needed in facilities, budgets, law, organizations and public relations	e. Training would be needed by the special education teacher in school law, finance, techniques of supervision, and politics
f. The special education teacher/director would need to understand the organization and functioning of the administrative structure, theory of administration, the ability to develop a budget, to communicate and maintain good relations with other personnel	f. The prospective director would need experience in the regular classroom, training in school business administration and finance
g. A knowledge would be needed of special education law and finance, personnel development and relations, and administrative theory	g. The special education teacher who wanted to be a director would need training in administrative theory and organization, law and budgeting and salesmanship

Kansas	Missouri
h. Training would be needed by the teacher in communication, personnel, public relations, finance, understanding of systems theory and organizations, the organization and management of information and data	h. The prospective director would need an understanding of children's problems, administrative theory and organization
i. Personnel management is needed, along with training in budgets, communications, and grant writing	i. Foundations of administrative theory would be needed, also training in staff personnel, and school administration
j. Some finance would be required, communication, public relations, and special education law	j. A knowledge of special education financing is needed, testing and diagnosis, a master's degree in special education or a related field, and training in special education law
k. Training is needed in finance, working with personnel, some law and communication skills	k. Regular administrative courses should be taken, and not just special education administration. Training is also needed in public relations
l. Training would be needed by the prospective director in finance, special education law, knowledge of other exceptionalities, due process, public relations and communication	l. Community relations training is needed; also in the techniques of supervision
m. The special education teacher who wanted to become a director would need good interpersonal skills, communication skills, knowledge of administrative theory and organization, some budgeting or accounting skills, some law, and general curriculum development	m. Personal qualities of relating to people are needed, also some knowledge of special education law
n. The prospective director would need knowledge of small group dynamics, public relations, administrative theory, how to gain acceptance of ideas, and personnel management	n. The special education teacher who wants to become a director needs to know how to deal with parents, and must be proficient in analyzing weaknesses in programs
o. Communication skills would be necessary, also the ability to work with personnel, principles and philosophy of finance and law, knowledge of and ability to tap sources of information regarding legislation and regulations	o. The prospective director would need administrative coursework and internship

Kansas	Missouri
p. Information/training in general administrative procedures would be needed, including personnel, plant, curriculum, school finance, school law, communication and public relations, theory, group dynamics	p. Broad administrative training would be needed, would need good interpersonal skills and a knowledge of how other components of the district function
q. Management skill is important, also training in school finance, personnel, systems management, organizational management	q. Areas needed include; school law and finance, supervision, counseling, diagnostic procedures, legislation and the administration of special education
r. Training would be needed in organization, finance, and budgeting, special education law, program planning, public relations and communication skills, and an understanding of exceptional categories	r. Training is not so important as is the ability to organize programs and work with many different publics
	s. Work is needed in curriculum, administration, law and finance

14. WHAT ARE YOUR FEELINGS CONCERNING STATE CERTIFICATION OF SPECIAL EDUCATION DIRECTORS/ADMINISTRATORS? DO YOU THINK IT IS A USEFUL PRACTICE? HOW WOULD YOU LIKE TO SEE IT CHANGED?

a. It's a pretty good idea	a. It might be a good thing. It should combine elements from special education, and administrative credentials that are useful and appropriate
b. It's good, but maybe it doesn't help much	b. It's probably good, but won't change things much, need to look at human relations
c. Yes, it's good, but it needs to be more competency-based	c. Not sure, on one hand yes, because a special education background is important, but it might keep good people out
d. Yes	d. Yes, it is good. It should include training in 2 or more categories of special education, clinical practice, special education law, finance, and budgeting
e. It is good because it is self-protection--it keeps unqualified people from becoming special education directors	e. It's not a good thing, it sets off special education administration from other administrative positions

Kansas	Missouri
f. Yes, it is very useful. Like it as it is. It shows a commitment to some type of minimum competency. All states should have certification	f. It should be done. It would need a strong internship program, and should be treated as a full-time administrative position
g. Yes, it's good. There should be an internship	g. It's a good thing, but it should not be instituted without colleges and universities first setting up programs. Administration courses now offered with special education emphasis would be good. Special education teaching experience is not necessary
h. Yes, and it needs to be strict to maintain quality	h. Yes. Teaching experience in special education. Certification in both special education and administration
i. It's a good thing, but needs to be competency-based	i. It would be good to insure quality; 2-3 years teaching experience, summary course in school finance, a background in special education law, programming, and counseling
j. Good	j. The state would have to have a grandfather clause, and that could cause problems. It would be very important to have input from people in the field. We need certification, but should proceed slowly
k. Good, but it should be competency-based rather than more hours. It also shouldn't be at the expense of keeping needed personnel out of the field	k. Ideally there should be certification, but it would not be practical at this time due to shortages
l. it's a good thing, but it needs more emphasis on special education	l. Yes, and it should consist of special education certification, special education administration, and counseling parents
m. It's good, but more input is needed at the state level by directors of special education	m. Don't know, don't see it happening in the next 10 years. It should look at law, public relations, health-related experience, P.L. 94-142, H.B. 474
n. Yes, and more stringent qualifications are needed	n. Not too sold on it, especially if just based on coursework. It should involve teaching experience and special education teaching

Kansas	Missouri
o. It's good, but there should be a different emphasis for directors and coordinators/supervisors	o. It would be good, but may keep out competent people. It should be broad
p. Not too bad. Maybe requirements need to include a larger variety of competencies. More internship is needed	p. If the certification meant something, I would support it. For example, elementary administration certification is a master's degree and 9 hours, that is not adequate!
q. Certification is a necessity. An emphasis is needed on more management skills.	q. It is essential! Both special education and school administrators are kidding themselves when they think that "their people" can do it. Sure good administration is good administration--but there is a difference between administrative organization and administrative leadership. Special education teachers may have knowledge of their own area, but that is not enough. State certification requirements are badly needed. Not a rigid degree program, only minimal competency. Summer blocks of study or night study. Good practical preparation
r. Certification is a good idea, but rather than requiring a lot of extra coursework and hours, credit should be given for on-the-job experience	r. Administration is administration
	s. I think it is needed, but should be competency-based rather than course-oriented

15. IF YOU COULD GO BACK AND "REDO" YOUR PREPARATION FOR YOUR PRESENT POSITION, WHAT WOULD YOU DO?

a. Can't think of anything	a. More work in school law and school finance, more counseling with parents
b. More areas, maybe less hours in individual areas. More work in testing	b. More emphasis on how to work with people, sociology or a related field, a practicum would also have been useful
c. More emphasis in systems theory, also techniques of data processing	c. More emphasis in special education

Kansas	Missouri
d. Some work in curriculum development, instructional leadership	d. An introduction to a systems approach to management. More orientation to P.L. 94-142, special education law.
e. A course in the sociology of education pertaining to the educational background of different cultural and ethnic groups	e. More emphasis on programming
f. More of an emphasis on how to make executive decisions and how to work with and involve other personnel. Ability to prioritize decisions	f. Courses in characteristics of exceptional children, more training in behavior disorders.
g. Law, how to work with personnel	g. A broader view of organizations. Some sort of practicum
h. Systems theory and management, how to use and disseminate information	h. Courses in legislation and litigation in special education, some training in group dynamics
i. More training in personnel, program development, and decision-making	i. More exposure to law and to finance, total organizational processes
j. More emphasis on diagnostic testing and evaluation	j. A course in finance, legal aspects
k. Training in personnel management and relations	k. Nothing except more emphasis in special education administration
l. More work aimed at a merger of special education and administration and more specifically special education administration	l. More coursework in analyzing strengths and weaknesses (academic).
m. General curriculum development, some computer programming, some accounting and grantsmanship	m. Experience teaching 2 or 3 areas of special education
n. More study in administrative theory, small group dynamics	n. More experience teaching handicapped children
o. Cover a larger variety--more regular education administration, more work in public relations, staff management, and regular curriculum	o. Some experience at the secondary level
p. Less education theory, more management skill training	p. Nothing. I need to learn through experience now

Kansas	Missouri
q. Not too much, perhaps more personnel management and the unique role of special education administrators with other administrators	q. More workshops and educational programs with the specific focus of the job requirements, instead of general education
	r. More work in communication skills (conflict resolution), training in all areas of exceptionality, more work in law and finance

CHAPTER VIII

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary

This study focuses on the training and job activities of special education directors in Kansas and Missouri. More specifically, the researcher's objectives were (a) to determine the perceptions of other school personnel concerning the training of special education directors and (b) to identify areas of difference between the desired and actual training of special education directors as perceived by the directors themselves. In addition, an attempt was made to ascertain the discrepancy between the desired and actual amount of time spent in various activities by special education directors. In pursuing these multiple objectives, the following questions were addressed:

1. Are there differences in the way personnel in a school district, i.e. regular and special education teachers, superintendents, principals and special education directors, perceive the needed training of special education directors?

2. Does the amount of training in special education which personnel in a district have affect the way they perceive a special education director's training?

3. Is there a difference between the actual training of special education directors and their desired training?

4. Is there a difference between the actual activi-

ties in which special education directors are involved and the activities in which they would like to be involved?

5. How are the activities and needed preparation of special education directors affected by such factors as:

a. Hours in special education.

b. Hours in general school administration.

c. Hours in special education administration.

d. Years in position.

e. Area of primary training.

f. Previous position.

To obtain data addressing these questions, an instrument consisting of a Professional Preparation Questionnaire was distributed to the special education director, the superintendent, two building principals, two regular education and two special education teachers in each of 73 school districts and/or special education cooperatives in Kansas and Missouri. The Professional Preparation Questionnaire consisted of 24 items gleaned from the literature and in consultation with professionals and deemed to be important to the effective functioning of the special education director. Each participant was asked to indicate on a scale of 1, very important, to 5, unimportant, how important each item was perceived to be in the preparation of special education administrators in that particular district. Additionally, the director was asked to complete a second section of this instrument which dealt with how much training he/she had in each area.

Concomitant to this, a Job Analysis Questionnaire was developed in a similar manner and distributed to special education directors only. This instrument asked directors to indicate, first, how much time they spent in 19 different activities considered to be role position functions of the special education director. Second, directors were asked to indicate how often they actually performed or were engaged in those same activities. As an adjunct to both instruments, supplemental data were gathered on all personnel for the purposes of adequately addressing all the questions which were presented as legitimate areas of inquiry for this investigation. These data were then arrayed and examined, means and frequencies were computed and, where appropriate, Chi square analysis and t-tests applied.

Results indicated that on items dealing primarily with instruction, teachers (particularly the special education teachers) had a greater tendency to mark these items very important than did other personnel. The same was found to be true of collective negotiations where both regular and special education teachers indicated a greater perceived importance than did administrators. It was also noted that superintendents did not tend to rate such areas as administrative or organizational principles and theories very high in preparatory program importance.

In terms of desired and actual preparation and job activities, no great differences were identified among special education directors' responses to instrument items. Where there were differences they reflected directors' variations in background and training. More meaningful were the discrepancy scores on the part of directors concerning desired and actual training and job activities. There were observable differences illustrating directors' desire to be more involved in pupil-centered activities and less involved in routine administrative activities.

There were no substantial differences between states concerning training for special education directors. The differences that existed were primarily an outgrowth of the unique structure and organization for the delivery of services to exceptional children in the two states. In this regard Kansas and Missouri are quite dissimilar.

Conclusions

The findings of this study demonstrate a harmonious relationship on the part of school personnel regarding their perceptions of the special education director. The perceptions of school personnel, occupying rather diverse positions in Kansas and Missouri school districts, concerning the preparation of individuals for leadership roles in special education are not so scattered, and serrated as to be seriously concentrated in any one direction. Rather, the polarization and configuration is distributed in such a manner through the various categories of personnel as to present an even pattern of perceptions. There are no drastic deviations on any category, but some discrepancies did exist.

While there were identifiable differences among categories of personnel, these differences were not large. Respondents from different categories were much more similar than they were dissimilar. There emerged a number of variations in the patterns of responses which are worthy of note, particularly as they related to past studies.

Descriptive characteristics. This study illustrates some changes and/or differences in the characteristics of special education directors as contrasted to those reported by other writers. Kohl and Marro (1970) concluded that school psychologists are often selected to be special education directors. That is not the case in Missouri as evidenced by the small percentage of directors participating in this study whose previous position was that of school psychologist. This is most likely a reflection of specific state certification practices. However, it is the case in Kansas, where school psychologists are certificated and used extensively. Kohl and Marro's conclusions that principals are often selected for the position of special education administrator and that administrators of special education seem to have a slightly higher amount of training than do other administrators, would appear to be supported by this study. The data collected by this study would also echo the findings of Kohl and Marro, Brabandt (1969), and Mazor

(1977) that the experience in special education administration possessed by special education directors averages less than 10 years, although this is more the case in Missouri than in Kansas.

Perceptions of school personnel. In terms of role conflict and expectations, it is useful to observe the perceptions of various education personnel concerning the needed training of special education directors. This study supports most previous investigations but calls into question the conclusions of a few prior studies.

Waters (1974), in his study of doctoral candidates and employing officials' perceptions of training needs, found no difference among groups in terms of fiscal procedures, staff personnel, law, collective negotiations and community relationships. The present study does not support these findings completely. If Waters' study is projected to special education directors and superintendents, several differences are noted. It is true that superintendents felt that staff personnel was important, but they did not perceive it as being as important as did special education directors. Neither superintendents nor directors perceived collective negotiations as being a particularly important area of expertise for special education administrators. Both directors and superintendents were found to consider law to be a very important knowledge area in both studies, and the present study agreed with Waters' finding regarding the high importance of school-community relations. It is interesting to note that while fiscal management was considered to be important by respondents in both studies, the present investigation draws a definite, albeit fine, line between fiscal procedures for general education and fiscal procedures for special education.

Bobay's (1973) results established a hierarchy of importance for the special education director's responsibilities. This study differed from the design of Bobay's in that no attempt was made to construct a hierarchy. However, Bobay concluded that establishing special education programs was first in importance among special education directors as well as special education and general program supervisors. The present study found some difference in this regard. However, all personnel were in close agreement concerning the importance of instruction. Participants in the present study also agreed with those surveyed in Bobay's research that communication and budgeting were important areas in the effective pre-service training of special education directors.

Edgington's 1968 study revealed wide differences among teachers, principals, superintendents, and special education directors concerning certain preparation content, knowledge, and skill areas. The present study does not support that conclusion. On the contrary, as has been noted, responses were more similar than dissimilar. Edgington's recommendation that the functions and responsibilities of the special education director be put in writing and circulated system-wide has a great deal of merit in light of this study.

The present investigation was in agreement with Hill (1968), as well as Wisland and Vaughan (1964). Hill's study found no disagreement between superintendents and directors on the administration tasks of the special education director. Wisland and Vaughan determined that size and type of program, and years of experience had no effect on the interpretation of administrative responsibilities of special education directors. The results presented here lend evidence to these contentions. Courtnage (1967) also found marked role and preparation agreement between superintendents and directors.

White's 1969 study was particularly parallel to the present study. Components of White's study which are specifically significant include: (a) Data were sufficient to indicate a tendency for directors to emphasize certain technical aspects of their position as of more importance than did other groups. The results of the present study do not support this contention. Directors appear to emphasize general administration competencies and personal attributes to the exclusion of more technical functions. (b) For all groups, psychometric testing of pupils ranked as lowest priority for special education administrators. Participants in the present study tended to rate testing as important. Directors did rate this as less important than did other personnel. (c) High ratings were given by directors to tasks involving decisions about placement of children in special education classes. As a general rule the present investigation supports this finding, although directors in the two states differed somewhat in this regard. Directors did ascribe importance to this area. Yet, it is interesting to note that directors in Missouri were not overly fond of the amount of time given to placement conferences. This would imply that, while the process is considered important, the procedure for implementing that process is not. (d) School administrators tend to view special education directors as more supervisory in function than do directors themselves. This finding was generally supported in the present study, but the differences were very slight.

Taylor (1978) concluded from his study that directors would like to have more administrative authority than principals would like for them to have, and that the size of a school district has a direct influence on how a special education program should be organized. The investigation reported here did not refute these claims, but the evidence supporting them was not overwhelming. Likewise, in terms of Sklar's (1976) study, the results presented here do not refute the importance of such items as staff activities and program development. However, no direct comparison is possible because of the differing designs of the two studies.

In terms of role expectations and perceptions of other school personnel, this study was consistent with Angelloti (1967), Callahan (1975), and Alvis (1975), all of whom found substantial agreement among various school personnel regarding the role of the special education director. However, there was some incongruence with the results of studies reported by Betz (1977), Mallek (1970), Mazor (1977), and Symons (1973) which found a number of areas of disagreement among school personnel concerning the special education director's position in the school setting. This disagreement, however, is not definitive, due to design differences.

Special education directors. The results of this study demonstrate some differences among directors from different sized districts and with differing education-related work backgrounds. There was a definite tendency for directors to reflect their background and experience in their perceptions of needed preparation. Those with an experiential or formal background in special education tended to place more importance on special education areas. Conversely, directors with a training, and work background in general administration projected that orientation into their perceptions of needed preparation of special education directors. This was also true in relation to the activities of special education directors. In addition, directors in various sized districts and/or cooperatives responded on the basis of the organizational structure and functions of their own special education programs. The differences that did exist, though, were often not of sufficient size to allow for generalizable conclusions.

For the most part, directors from various backgrounds were in substantial agreement, both in terms of preparation and desired/actual role activities. In this respect, this study was in close agreement with Carney (1971) who found that, on the basis of such factors as number of years in current position, previous position, number of semester course hours in special education and general administration, directors generally ranked administrative responsibilities the same.

Howe's study in 1960 found that directors with a special education background tend to emphasize and feel more comfortable with pupil-centered activities, while those with general administrative backgrounds favored routine administrative functions. Findings of the present study are not in accord with this generalization. Data from this investigation revealed no clear delineation on the part of responses to pupil-centered activities and routine administrative activities from directors trained in general administration as contrasted to those trained in special education.

There were revealed a number of supportive relationships as well as contradictions in contrasting findings of the present study to those of other writers in regard to desired and actual preparation and activities. This study revealed some large discrepancies on the part of special education directors between desired and actual preparation. Howe (1960) found wide differences among directors both in terms of how they performed their duties and in terms of how they interpreted those duties. The present study did not find observably large differences among directors, although some did exist. More intriguing were the differences displayed by directors between desired areas of preparation and actual preparation. Generally, directors in Missouri desired more preparation than they actually had in areas as: (a) student personnel services, (b) testing and diagnosis, (c) clinical observation and internship in special education, (d) guidance and counseling, (e) identification and placement of exceptional children, (f) instructional programing, (g) school law, (h) staff selection and development, (i) school plant, and (j) school-community relations.

Directors in Kansas, on the other hand, desired more training than they actually had in such areas as: (a) school/community relations, (b) staff personnel selection and development, (c) clinical observation and internship in special education, (d) fiscal procedures-general administration, (e) school law, (f) fiscal procedures-special education, (g) legal issues of special education, (h) parent counseling, (i) curriculum development and supervision, (j) instructional programing for exceptional children. While directors in both states desired more training than they actually possessed in most areas of preparation utilized in this study, this discrepancy was much more pronounced in Missouri than in Kansas.

Similar results were obtained in regard to desired and actual time spent in various activities. Directors in Missouri reported spending substantially less time than they would like to spend in such activities as: (a) direct service to children, (b) curriculum development, (c) program development, (d) development of new programs, (e) research, and (f) supervising and evaluating teachers. In contrast, directors claimed to spend substantially more time than they would like to spend in activities concerned with transportation, pupil accounting and records, and preparing reports.

In Kansas directors reported spending less time than they would like to spend in such areas as: (a) direct services to children, (b) supervising and evaluating teachers, (c) parent conferences, (d) research, (e) public relations, (f) in-service training, (g) interviewing and employing new personnel, (h) placement conferences, (i) curriculum development, and (j) development of policies.

Conversely Kansas directors reported spending too much time in the areas of: (a) preparing reports, (b) pupil accounting and records, (c) teacher and student scheduling, and (d) transportation. Kansas directors indicated that they would like to spend much more time on most of the activities in which they are engaged.

Newman's (1970) results indicated that there were no significant differences between the tasks performed by directors and those that administrators thought they should perform. This study would tend to support that conclusion, although tests for statistical significance are lacking to fully substantiate such a claim.

Implications

The intent of this section is to formulate, codify, and present implications based upon the preceding data, descriptions, and discussions. It is always a danger to recommend and to generalize. Yet, without the articulation of precise and practical implications any investigation remains just so many words upon a page. It remains then to translate the theory into practice, or, more accurately, the rhetoric into reality. This final section will focus on implications in six major domains: implications for directors, implications for training, implications for certification, implications for selection, implications for structure, and implications for research.

Implications for directors. Findings resulting from this investigation suggest a number of implications for special education directors in terms of more effective job performance. First, the differences and agreements among school personnel should have particular meaning to directors. The fact that nearly all items dealing with preparation were perceived as important means that directors must be prepared to handle a divergent range of responsibilities dealing with many highly technical issues. The director of special education must be an effective administrator, capable of using line authority, as well as a skilled instructional advisor, able to promote effective staff relationships with other school personnel. This is in line with Henderson's (1967) prediction that needed leadership personnel in special education will change from that of purely administrative to a more complex model of administrative-supervisory. This also resembles Marshman's (1965) description of the special education director as being an individual with many and varied responsibilities.

The administrator of special education needs to be especially competent in areas of administration unique to special education, such as finance and law. These are primary areas in which the director will be called upon to exercise leadership. To teachers, especially those in special education, the director must be able to supply instructional support and direction. Special education directors should devote careful attention to staff selection and development and plan carefully for in-service programs. This portends important implications to effective faculty morale and staff utilization.

Edgington's (1968) recommendation that functions and responsibilities should be put in writing, distributed, and reviewed and that delegation of responsibility should be made clear to staff, should be universally adopted. The actual job description of the special education director and the position of that individual within the total administrative and organizational structure of the district should be carefully spelled out and agreed upon before a person is even employed to fill the role.

Mazor (1977) noted that it is very important that the special education director understand the role expectations that the superintendent holds for him or her. This is important not only for the superintendent, but for all personnel. The director should be attuned to the various functions and roles he/she will be expected to fill for the various segments of the school district and community. Directly related to this is the understanding by the director of the mechanisms and forces operating within the system in which he or she occupies a role. If the superintendent wants to be primarily responsible for staff selection and assignment, then the director should know this and learn how to either accept it or operate around it.

Another key to the effective functioning of the director of special education is the ability to work with principals. Since most direct instructional activities and teacher/learner interactions take place at the building level, the director must be capable of working with and through building principals. Findings would indicate that principals would prefer a director who is not in a direct line relationship with the principal, but rather one who functions in more of a staff or advisory capacity to help the principal better implement education for the exceptional child and remove or ease some of the headaches associated with this process. Even directors whose position on the administrative chart does give them substantial line authority over principals would do well to be cognizant of this condition.

Implications for training. This study supports the contentions of many writers concerning the training of special education directors. Willenberg (1970), Sage (1970), Fields (1956), Connor (1966), Gallagher (1959), Kirk (1957), Tudyman (1960) and Wyatt (1968) are among those who have argued for both general and specialized training of special education administrative personnel. Responses on the instruments utilized in this study illustrate the desire of personnel in the field for leadership personnel who have high-level training and expertise in both general and specialized areas of educational leadership. Only this type of appropriately trained individual can adequately design, implement, evaluate, and appropriately restructure an effective program of instruction for exceptional children amidst the competing and often conflicting forces impinging on the educational arena.

School personnel indicate a need for training programs which deal with practical child-centered competencies as well as those competencies which deal with the unique nature of special education administration, i.e., law, finance. This is not to say that theoretical approaches and principles are not useful. They are; however, they should not be utilized in isolation nor to the exclusion of other content areas.

The practice of many training institutions is to train prospective administrators in either special education or general school administration, with support work in the other field. This study appears to imply that this is not completely satisfactory. Responses indicate not only an importance of both generic components of special education and general administration but also an increased importance on those components which are administratively unique to special education.

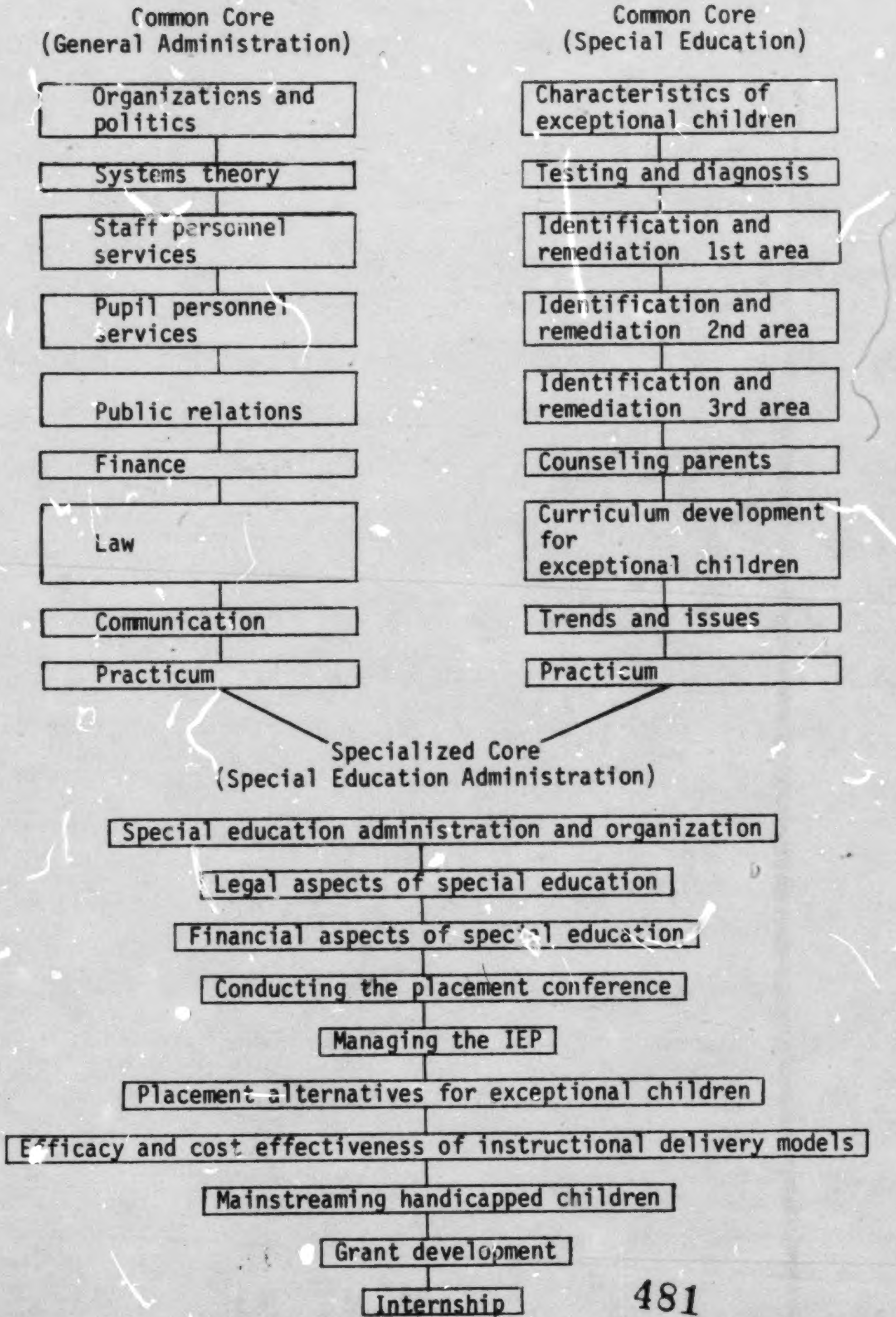
Such an approach is suggestive of the proposed model presented in Figure 6 which may be found on page 457. This model attempts to bring together applicable competencies from the fields of general administration and special education and to integrate them into a specialized core of special education administration. A number of illuminating characteristics need to be emphasized concerning this model.

Numerous training models have been developed which utilize both competency-based and simulation approaches. This appears to be the methodology most useful to the emerging and complex field of special education administration. The practicality of the competency-based model and the reality of simulation training holds promise for the administration of special education. The model proposed in Figure 6 would incorporate such simulation exercises and competency-based approaches. No attempt has been made to assign a specific number of hours to the proposed program. Elements of each component could be made a structural part of one or more courses.

Figure 6

THE TRAINING OF SPECIAL EDUCATION ADMINISTRATORS

A COMPETENCY-BASED, FIELD-RELATED PROGRAM


Common Core (General Administration)
Organizations and politics
Systems theory
Staff personnel services
Pupil personnel services
Public relations
Finance
Law
Communication
Practicum
Common Core (Special Education)
Characteristics of exceptional children
Testing and diagnosis
Identification and remediation 1st area
Identification and remediation 2nd area
Identification and remediation 3rd area
Counseling parents
Curriculum development for exceptional children
Trends and issues
Practicum
Specialized Core (Special Education Administration)
Special education administration and organization
Legal aspects of special education
Financial aspects of special education
Conducting the placement conference
Managing the IEP
Placement alternatives for exceptional children
Efficacy and cost effectiveness of instructional delivery models
Mainstreaming handicapped children
Grant development
Internship

That is to say, a specific course does not need to be instituted for each component of the model. Likewise, several courses might well be needed to adequately cover some model components. The key is demonstrated discrete competencies. When a specified competency is demonstrated, that portion of the model is operationalized.

Another key characteristic of the model in Figure 6 is the use of appropriately trained individuals to implement the program. The faculty members of most training institutions reflect the institution's approach to the preparation of special education leadership personnel. The general administrative faculty is frequently knowledgeable only about the content of general administration. Conversely, the special education faculty is often knowledgeable only about the technical and programmatic aspects of special education. It is imperative that training institutions employ faculty members who are, if not completely expert in, at least acquainted with the generic components of special education administration. Therefore, prospective directors of special education sitting in a school finance class would be exposed to the unique financial aspects of special education. The same would apply to courses in school law, facilities, planning, staff personnel, etc.

The flexibility of the model proposed in Figure 6 allows the needs of students to be met in a variety of ways in addition to the classroom setting, such as field-based internships and practicums. It also provides institutional adaptability, by allowing training institutions to utilize field-based or state agency personnel.

Implications for certification. Certification of special education leadership personnel at the local level is a crucial area in desparate need of attention. The vast differences across states, as well as the disagreement and conflict among various categories of professionals regarding appropriate standards, underlines the desirability of formulating consistent, workable, and pragmatic guidelines for state certification for special education directors. The variability across states range from those with stringent and exhaustive standards to those, such as Missouri, with no standards at all.

The implications from this study suggest that states should direct a concentrated and serious effort toward developing and standardizing the certification of leadership personnel in special education. A number of states certify special education administrators and supervisors separately. Other states have methods of endorsing special education directors on regular administrative credentials. Henderson's (1967) suggestion, as well as the recommendations of other writers that the positions of administrator and supervisor in special education be delineated from each other has merit and should be given careful consideration. In addition, attention should be aimed at the problem of labeling specific course requirements in a more generic and descriptive manner which centers on the content of coursework. This will aid in eliminating much confusion that exists in certificating individuals who were prepared by institutions in states other than the state in which certification is sought.

Certification must be tied closely to training programs as the two are complementary and interrelated approaches to improved special education leadership. The implications from this study for state certification are that such standards should be largely competency-based so as not to preclude qualified individuals from entering the field. Such competencies should be emphasized which deal with: the characteristics, identification, and placement of exceptional children; staff selection and development; programming for a wide variety of exceptionalities; fiscal procedures and legal issues as they pertain to special education; communication skills; and teaching experience, preferably in special education. In regard to certification, two main points must be stressed: (a) Wide variations exist across states. Attempts should to be made to eliminate, or at least reduce these variations, and to codify and unify certification standards. (b) Those states that do not now have certification standards for leadership personnel in special education should begin to formulate and implement such standards immediately. This will help guarantee the development of more effective programming for handicapped children. The rapidly increasing growth of special education has forced many school districts to employ individuals who may be only marginally qualified. When standards are finally implemented, dealing with these individuals by grandfather clauses or other hold harmless means may prove to be a frustrating and difficult process. The longer the states delay in implementing standards, the greater will be the probability of this condition existing.

It was noted in Chapter VII that there were differences between the opinions of Kansas directors and the opinions of Missouri directors concerning state certification of special education directors. While virtually all Kansas directors were very much in favor of such certification, some (a minority) of Missouri directors were not as favorable toward the idea. This is understandable on the part of these Missouri directors. Any type of appropriate and useful standards are bound to exclude some practicing directors. However, standards that are competency-based and well-structured with appropriate grandfather and hold harmless clauses, will minimize such inconvenience. It is entirely possible that a degree of inconvenience will still result. But useful, effective, and necessary change is rarely comfortable. Progress often demands a willingness and ability to adapt and endure for the purpose and benefit of increased quality and efficacy. In the case of certification standards for special education directors, progress demands that Missouri take action for the purpose of vastly improving the quality of administration in the area of special education. Appropriately developed standards, well-conceived, workable and prudently administered, will require strong and innovative leadership at the state level.

Implications for selection of special education directors. There has been much concern and debate regarding what type of background is needed by the successful special education administrator. This is a question which has received highly divergent answers. It is ultimately tied in with preparation programs, job activities, and certification. The issue of selection and employment of special education directors, then, must be addressed in the total context.

Most writers over the years have agreed that leadership personnel in special education need a widely diverse background. In one of the more recent textbooks on the subject, Wirtz (1977) asserted that directors should be selected with a wide background. He further contended that individuals with classroom experience in one area have too narrow a background. A broader perspective of special education and its relation to general education is needed. Wirtz suggested certification in two or more areas and at least three years teaching experience. Also considered necessary by Wirtz was training in administration techniques, general as well as special. Wirtz hypothesized that psychologists moved into administrative positions because of the itinerant nature of their jobs. He recommended that, while psychology should not be rejected as an appropriate background, it should not be the major background. These suggestions and recommendations closely parallel the results of this study.

This study suggests that individuals should be selected for administrative positions in special education who have training and experience in both special education and general administration. An individual is needed with a broad background in special education and with wide training in the generic aspects of school administration.

Implications for structure. This study points up the emerging complexity and intricacy of the delivery of services to exceptional children. As the field of special education changes and becomes more complicated, structures for supplying services need to be adapted. The local school district structure has served effectively for a long time. It has, in fact, changed very little since the beginning of our nation. The mandated responsibilities and duties of public education has, however, changed drastically. Nowhere is this statement better illustrated than in the delivery of services to exceptional children. It has only been within the last decade that the rights of handicapped children to a free public education has been recognized and insisted upon by the courts and by state and federal legislation. As has been noted in this investigation, the recognition and awareness of the rights of handicapped children have necessitated sweeping changes in the local school district's approach to providing education to all of its clientele. The small local school district, while being extremely effective at fulfilling most of its functions, is no longer a viable structure to adequately serve the needs of exceptional children. The cooperative arrangement has proven to be an effective and successful structure for providing educational services to all students. However, for the cooperative arrangement to work it must have state support and regulation. Education is constitutionally a state responsibility, and states must exercise leadership and direction in matters relating directly to the public education of all children. Most states, such as Kansas, Illinois, Wisconsin, Iowa, and many others, have recognized this and exercised appropriate leadership and direction in this area. Missouri has not. There will always be some criticism and controversy whenever change is suggested and contemplated. However, strong and responsible leadership will not allow this to become a deterrent to needed change. Missouri would do well to look at other states and take a giant step into the Twentieth Century and into the realm of increased educational effectiveness for all of its children.

Implications for research. This study is a beginning, providing an empirical foundation on which to build future research. Succeeding investigations should focus on the development of more precise instrumentation to determine more accurately the magnitude of differences existing among personnel concerning the role of the special education director. The use of ranking or pair-wise comparisons would be useful. Efforts are needed, also to relate specific training and job activities to variations in the range and structure of services for exceptional children offered by districts.

In addition, it would be useful to develop instruments Which would correlate job activities with needed preparation, thus providing more detailed information regarding possible training programs for administrative personnel in special education. Research is also needed to explore methods and avenues of operationalizing the training model proposed in Figure 6. Testing and validation should be undertaken to determine the usefulness and practicality of the components contained in the model and ways to build those components into a workable program. Finally, research is needed to ascertain the efficacy of state certification standards and to explore possible modifications of standards with a view toward implementing more consistent, and perhaps more stringent, standards across states.

An Overview and Projections

The field of special education is advancing in stature in our school systems. That increased stature has introduced a host of problems and concerns which can ultimately effect each member of the school community. It is essential that leadership personnel be appropriately trained and placed in a position to provide the necessary direction for programming and administration in the education of exceptional children. The question of who that individual is, how that person should be trained, and exactly how the director of special education should function are issues that are not easily resolved. There are individuals on one extreme who call for an extraordinary amount of training and individuals on the other extreme who call for almost no training at all. Yet, even the most prolific and persistent proponents of preparation programs must admit that what is exigent is not always expedient.

Before regular and special education join hands in mutual pursuit of educational excellence, some hard questions must be addressed which may require even harder answers. However, with concerned and concerted effort on the part of personnel at all levels of education's hierarchy, special education will cease to be a peculiarity and will begin to be a wide-spread practice. Only then will the transformation from promise to reality be complete.

As the needs of exceptional children become more urgent, and that urgency is fueled by legislation and litigation, the position of administrator of special education will increase in importance, visibility, and complexity. Many districts which previously saw no need for such a position now are beginning to view its initiation as vital. Districts which are large enough to include an administrative position in special education at the lower levels are seeing the position move up the administrative hierarchy to assume a more viable and crucial role in the operation of the schools. A concurrent consideration concerning the escalating importance of special education interfaces the existing timbre of society regarding existing educational practices. Such issues as "back to basics" and "competency testing" have heightened concern about the efficacy of the educational system.

The field of special education with its delivery techniques and methodologies has emerged as a possible vehicle for increased educational effectiveness. As a little yeast leavens the loaf, so, it seems, may a little innovation, introduced into the system in the guise of "special education," permeate the entire educational organization to result in better learning for all children. There are some who view this as a possibility with messianic overtones. Whether this will come to pass or not is mere conjecture at this junction in time. However, special education remains a field fraught with promise. Its future burns bright for our educational institutions, but its progress is not without problems.

This study by no means has all the answers. In fact, it probably provides more questions than answers. But they are intriguing questions and they predict exciting possibilities. The future indicates sweeping changes in the organization and administration of special education. The progress to be made is substantial, but the journey promises to be profitable.

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APPENDIX A

INSTRUMENTS

Code:
493

JOB ANALYSIS AND PERCEPTIONS

I. Please circle the number that corresponds nearest to how often you would like to perform the following functions in your particular job.

In your job, how often would you like to be involved in:

(Often refers to at least twice a week, seldom refers to no more than twice a year)

1. Direct services to children (teaching, evaluating, etc.).

often 1 2 3 4 5 seldom

2. Supervising and evaluating teachers.

often 1 2 3 4 5 seldom

3. Parent conferences.

often 1 2 3 4 5 seldom

4. In service training (planning, directing, participating).

often 1 2 3 4 5 seldom

5. Budget preparation.

often 1 2 3 4 5 seldom

6. Research.

often 1 2 3 4 5 seldom

7. Public relations.

often 1 2 3 4 5 seldom

8. Preparing reports, etc.

often 1 2 3 4 5 seldom

9. Interviewing and employing new personnel.

often 1 2 3 4 5 seldom

10. Curriculum development (includes planning with teachers and administrators, reviewing and ordering instructional materials).

often 1 2 3 4 5 seldom

11. Development of policies

often 1 2 3 4 5 seldom

12. Placement conferences.

often 1 2 3 4 5 seldom

13. Pupil accounting and records.

often 1 2 3 4 5 seldom

14. Teacher and student scheduling.

often 1 2 3 4 5 seldom

15. Transportation.

often 1 2 3 4 5 seldom

16. Establishing and maintaining channels of communication.

often 1 2 3 4 5 seldom

17. Development of new programs.

often 1 2 3 4 5 seldom

18. Program evaluation.

often 1 2 3 4 5 seldom

19. Grant proposal development (for either state or federal agencies).

often 1 2 3 4 5 seldom

20. Other (please specify) ____

often 1 2 3 4 5 seldom

21. Other (please specify) ____

often 1 2 3 4 5 seldom

II. Please circle the number that corresponds nearest to how often you actually perform the following functions.

In your job, how often are you involved in:

(Often refers to at least twice a week, seldom refers to no more than twice a year).

1. Direct services to children (teaching, evaluating, etc.).

often 1 2 3 4 5 seldom

2. Supervising and evaluating teachers.

often 1 2 3 4 5 seldom

3. Parent conferences.

often 1 2 3 4 5 seldom

4. In service training (planning, directing, participating).

often 1 2 3 4 5 seldom

5. Budget preparation.

often 1 2 3 4 5 seldom

6. Research.

often 1 2 3 4 5 seldom

7. Public relations.

often 1 2 3 4 5 seldom

8. Preparing reports, etc.

often 1 2 3 4 5 seldom

9. Interviewing and employing new personnel.

often 1 2 3 4 5 seldom

10. Curriculum development (includes planning with teachers and administrators, reviewing and ordering instructional materials).

often 1 2 3 4 5 seldom

11. Development of policies.

often 1 2 3 4 5 seldom

12. Placement conferences.

often 1 2 3 4 5 seldom

13. Pupil accounting and records.

often 1 — 2 — 3 — 4 — 5 seldom

14. Teacher and student scheduling.

often 1 — 2 — 3 — 4 — 5 seldom

15. Transportation.

often 1 — 2 — 3 — 4 — 5 seldom

16. Establishing and maintaining channels of communication.

often 1 — 2 — 3 — 4 — 5 seldom

17. Development of new programs.

often 1 — 2 — 3 — 4 — 5 seldom

18. Program evaluation.

often 1 — 2 — 3 — 4 — 5 seldom

19. Grant proposal development (for either state or federal agencies).

often 1 — 2 — 3 — 4 — 5 seldom

20. Other (please specify) ________________________________

often 1 — 2 — 3 — 4 — 5 seldom

21. Other (please specify) ________________________________

often 1 — 2 — 3 — 4 — 5 seldom

III. Comments (write anything here that you feel will help clarify your job function):

Code:
497

QUESTIONNAIRE FOR SPECIAL EDUCATION ADMINISTRATION
(PROFESSIONAL PREPARATION)

I. Please circle the number on the scale that reflects how important you feel each of the following is in your particular educational setting.

In your particular job how important do you feel is:

1. Fiscal procedures (financing, budget development, etc.) relating to general school administration.
   very important 1 2 3 4 5 not important
2. Fiscal procedures (financing, budget development, etc.) relating to special education.
   very important 1 2 3 4 5 not important
3. Curriculum development and supervision.
   very important 1 2 3 4 5 not important
4. Staff personnel selection and development.
   very important 1 2 3 4 5 not important
5. School law.
   very important 1 2 3 4 5 not important
6. Collective negotiations.
   very important 1 2 3 4 5 not important
7. School/community relations.
   very important 1 2 3 4 5 not important
8. School plant (facilities utilization and management).
   very important 1 2 3 4 5 not important
9. Student personnel services.
   very important 1 2 3 4 5 not important
10. Social environment (social systems organization and theory).
    very important 1 2 3 4 5 not important
11. Organization and management of schools.
    very important 1 2 3 4 5 not important

12. Administrative theory and principles.
very important 1 2 3 4 5 not important

13. Testing and diagnosis.
very important 1 2 3 4 5 not important

14. Identification and placement of exceptional children.
very important 1 2 3 4 5 not important

15. Historical perspectives of special education.
very important 1 2 3 4 5 not important

16. Legal issues of special education.
very important 1 2 3 4 5 not important

17. Instructional techniques and remediation.
very important 1 2 3 4 5 not important

18. Parent counseling.
very important 1 2 3 4 5 not important

19. Cognitive development.
very important 1 2 3 4 5 not important

20. Behavior management.
very important 1 2 3 4 5 not important

21. Clinical observations and internship in special education.
very important 1 2 3 4 5 not important

22. Guidance and counseling.
very important 1 2 3 4 5 not important

23. Characteristics of exceptional children.
very important 1 2 3 4 5 not important

24. Instructional programming for exceptional children.
very important 1 2 3 4 5 not important

25. Other (please specify) ______________________________
very important 1 2 3 4 5 not important

26. Other (please specify) ______________________________
very important 1 2 3 4 5 not important

II. Please circle the number on the scale that comes nearest to reflecting your actual knowledge, training and/or experience.

How much knowledge, training and/or experience have you had in:

1. Fiscal procedures (financing, budget development, etc.) relating to general school administration.

considerable 1 2 3 4 5 very little

2. Fiscal procedures (financing, budget development, etc.) relating to special education.

considerable 1 2 3 4 5 very little

3. Curriculum development and supervision.

considerable 1 2 3 4 5 very little

4. Staff personnel selection and development.

considerable 1 2 3 4 5 very little

5. School law.

considerable 1 2 3 4 5 very little

6. Collective negotiations.

considerable 1 2 3 4 5 very little

7. School/community relations.

considerable 1 2 3 4 5 very little

8. School plant (facilities utilization and management).

considerable 1 2 3 4 5 very little

9. Student personnel services.

considerable 1 2 3 4 5 very little

10. Social environment (social systems organization and theory).

considerable 1 2 3 4 5 very little

11. Organization and management of schools.

considerable 1 2 3 4 5 very little

12. Administrative theory and principles.

considerable 1 2 3 4 5 very little

13. Testing and diagnosis.

considerable 1 2 3 4 5 very little

14. Identification and placement of exceptional children.

considerable 1 2 3 4 5 very little

15. Historical perspectives of special education.

considerable 1 2 3 4 5 very little

16. Legal issues of special education.

considerable 1 2 3 4 5 very little

17. Instructional techniques and remediation.

considerable 1 2 3 4 5 very little

18. Parent counseling.

considerable 1 2 3 4 5 very little

19. Cognitive development.

considerable 1 2 3 4 5 very little

20. Behavior management.

considerable 1 2 3 4 5 very little

21. Clinical observations and internship in special education.

considerable 1 2 3 4 5 very little

22. Guidance and counseling.

considerable 1 2 3 4 5 very little

23. Characteristics of exceptional children.

considerable 1 2 3 4 5 very little

24. Instructional programming for exceptional children.

considerable 1 2 3 4 5 very little

25. Other (please specify) ______________________________

considerable 1 2 3 4 5 very little

26. Other (please specify) ______________________________

considerable 1 2 3 4 5 very little

III. Did you engage in a practicum experience as part of your training? Yes ___ No ___
How valuable was this experience?

valuable 1 2 3 4 5 not valuable

Did you serve an internship (full-time, paid position) as part of your training?
Yes ___ No ___
How valuable was this experience?

valuable 1 2 3 4 5 not valuable

IV. Was your training primarily as a: (circle letter)

A. Regular education teacher What area: ______________________________
B. Special education teacher What area: ______________________________
C. School administrator What level: ______________________________
D. School psychologist
E. Other (please specify) ______________________________

V. How many hours coursework have you had in special education? ___________

VI. How many hours coursework have you had in general school administration? _____

VII. How many hours coursework have you had in special education administration? _____

VIII. How long have you held your present position? ________________

IX. What type of position did you hold immediately prior to your present one?
____

Dear Special Education Teacher:

We appreciate your willingness to participate in this research study which is being funded by the U.S. Office of Education. Your input will be very valuable in helping to determine the training needs of special education leadership personnel.

It is very important that you respond to the attached items as honestly and as objectively as possible. Please complete this questionnaire at your earliest convenience and return it in the envelope provided.

Thank you very much for your cooperation.

Richard V. Hatley

Jerry E. Whitworth

Richard V. Hatley, Ed.D.
Chairman, Department of
Educational Administration
Project Director

Jerry E. Whitworth
Graduate Assistant
Principal Investigator

How many semester hours of coursework have you had in Special Education? (please circle)

A. Less than 5   B. 5-10   C. 10-15   D. 15-20   E. 20-30
F. More than 30

Do you have: (please circle)

A. Bachelors in Special Education
B. Bachelors plus ____ hours (fill in blank)
C. Masters in Special Education
D. Masters plus ____ hours (fill in blank)
E. Other (please specify) ____________________

What area of exceptionality do you teach? ____________

What level do you teach? ____________________

PLEASE RETURN THIS ENTIRE QUESTIONNAIRE

Code:
503

QUESTIONNAIRE FOR SPECIAL EDUCATION TEACHERS

I. Please circle the number on the scale that corresponds to how important you feel each of the following is for a special education administrator to possess in your educational setting.

In your education setting, how important is knowledge/training/experience in:

1. Fiscal procedures (financing, budget development, etc.) relating to general school administration.
very
important 1 2 3 4 5 unimportant

2. Fiscal procedures (financing, budget development, etc.) relating to special education.
very
important 1 2 3 4 5 unimportant

3. Curriculum development and supervision.
very
important 1 2 3 4 5 unimportant

4. Staff personnel selection and development.
very
important 1 2 3 4 5 unimportant

5. School law.
very
important 1 2 3 4 5 unimportant

6. Collective negotiations.
very
important 1 2 3 4 5 unimportant

7. School/community relations.
very
important 1 2 3 4 5 unimportant

8. School plant (facilities utilization and management).
very
important 1 2 3 4 5 unimportant

9. Student personnel services.
very
important 1 2 3 4 5 unimportant

10. Social environment (social system organization and theory).
very
important 1 2 3 4 5 unimportant

11. Organization and management of schools.
very
important 1 2 3 4 5 unimportant

12. Administrative theory and principles.
very important 1 2 3 4 5 unimportant

13. Testing and diagnosis.
very important 1 2 3 4 5 unimportant

14. Identification and placement of exceptional children.
very important 1 2 3 4 5 unimportant

15. Historical perspectives of special education.
very important 1 2 3 4 5 unimportant

16. Legal issues of special education.
very important 1 2 3 4 5 unimportant

17. Instructional techniques and remediation.
very important 1 2 3 4 5 unimportant

18. Parent counseling.
very important 1 2 3 4 5 unimportant

19. Cognitive development.
very important 1 2 3 4 5 unimportant

20. Behavior management.
very important 1 2 3 4 5 unimportant

21. Clinical observations and internship in special education.
very important 1 2 3 4 5 unimportant

22. Guidance and counseling.
very important 1 2 3 4 5 unimportant

23. Characteristics of exceptional children.
very important 1 2 3 4 5 unimportant

24. Instructional programming for exceptional children.
very important 1 2 3 4 5 unimportant

25. Other (please specify)
very important 1 2 3 4 5 unimportant

26. Other (please specify)
very important 1 2 3 4 5 unimportant